

1. The first step is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

Platform

Streamline training programmes and cut the waste, says David Peck

A newer initiative

My long hot summer began amid the echoes of the Brixton and Toxteth riots with the task of drafting a careful response to the Manpower Service Commission's "A New Training Initiative" while trying to do something for the queues of school leavers at the local careers offices. Confused and vulnerable, without exam results, supplementary benefit or even National Insurance numbers, they wandered between a range of public offices starting and finishing with the careers office.

By now many of them have found advice and help, some already placed on a youth opportunity programme or ready to return to school or go on to college, but another influx in more urgent need will coincide with my deadline for the new initiative — mid-September.

Altogether a sharp contrast between theory and practice, between what might happen and what does happen; a bleak reminder that the effectiveness of any new arrangement will depend more upon its administration than its conception.

That other summer milestone, the Government's new package of measures to contain youth unemployment, illustrates what I mean, for whatever the merits of the new subsidy, the information technology centres, the grants to remain in education, and the increased money for the Youth Opportunities Programme they further complicate the framework within which we try to help school leavers. The Department

of Industry, the Department of Education the Department of Employment are all involved with the ubiquitous MSC. And while it is easy to carp about the 'bucaneering' MSC, they at least have some idea of continuity; even their wish to want to control everything, if misguided, can be understood. The Department of Industry too has shown increasing interest in how to have a say, the Department of Education is at least associated, the Department of Employment says nothing.

Just how far MSC is aware that its other summer developments like the new "Higher Level Courses" and excursions into other training cut across established further education, is difficult to decide, but they are clearly moving already towards the new training initiative and promoting the idea of continuity between YOP, improvement in its quality and its success.

It seems unlikely that anyone will disagree with the main platform of the new training initiative — we do too little training and some of what is done is misdirected and wasteful. In any case we cannot compete economically with Germany and France until we are prepared to take training seriously. To do this we must develop skill training in such a way as to enable young people with different educational attainments to acquire agreed standards appropriate to the jobs available. We must move toward a position where all young people under 18 have the opportu-

ity either of continuing in full-time education or of entering training or planned work experience. The analysis and prescription offered are fair.

As usual though, difficulties arise when administration is considered and the commission asks about the machinery required. Full marks for arranging for their training services and special programmes divisions to be combined in 1983 — that will be a relief to all concerned. But their attempts to set up local machinery will be more difficult. The area boards of the special programmes division and the district manpower committees both mentioned as models effectively leave all decision making in the hands of officials and would frustrate proper local coordination. Something better will be needed, something which takes account of existing experience and institutions. To be effective the new system of industrial training must be technically sound, administratively convenient and accountable and that should start at the centre.

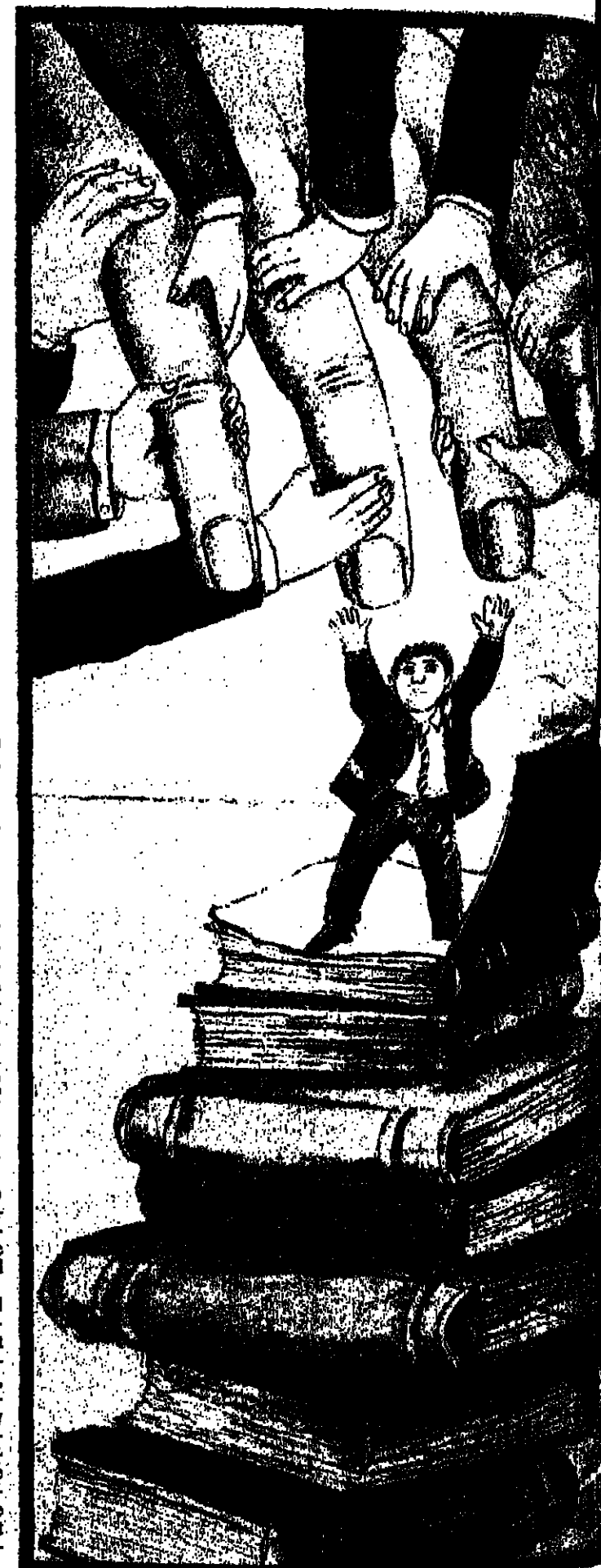
What is really needed is a body to coordinate the activities of the various departments involved, the Department of Industry, the Department of Education, the divisions of MSC, the Department of Employment and, of course, the local education authorities. MSC would naturally wish to assume this role. I do not think it should.

Before 1973 the Department of Employment was responsible for coordination through a central youth employment executive containing senior civil servants from the departments most concerned. It is an extension of this idea which could best meet the present need. A group of senior civil servants (say under-secretaries from each of the Departments) charged with promoting cohesion and avoiding wasteful overlap could assume responsibility. They could account to a "Youth Employment Board" or "Youth Employment and Training Council" which would include representatives of local authorities, trade unions and employers on the lines of the present special programmes board. It might well be useful for such a body to have its local echo in area boards of the kind envisaged but based on areas coterminous with local education authorities, fostering consortia there.

The detail is unimportant for the moment but the principle is clear — there must be some form of coordination in a field which has become notorious for its complexity and waste.

The first objection to the idea will be that the Department of Employment has shown itself to be quiescent and ineffectual. Of all the rapid developments which have taken place, none has come from its Careers Service Branch (which incomprehensibly has no responsibility for youth employment policy). This need not always be so. If the branch were to be headed in future by an Under-Secretary and the Secretary of State advised by inspectors with relevant experience, much could be accomplished.

So much for "A New Training Initiative" and the way in which it could all work together in 1983, but what is to be done to mitigate the confusion of this year's school leavers? That is very simple; arrange for them all to register at careers offices in future and to sign for their benefit there; tell the Employment Services Division to concentrate on the needs of adults and refer all young people of 16-19-plus to the careers service; simplify the workings of YOP by making all recruitment, monitoring, counselling and progression, the responsibility of the careers service. In this way it would be possible to ensure that careers education in schools is not wasted and that young people progress from school through



YOP, further education or sixth forms in a sensible planned way with counselling and advice readily available from a single source. The impact upon this generation would be immediate: the prospects for the next and the success of the new training initiative would be greatly enhanced.

I predict that when the record of the present government is written, the criticism most hurtful to Mr. Carle and Mr. Prior will be that in the education and training field they presided over waste and duplication to the detriment of one of the most vulnerable sections of the community.

At the start of the new training task for Mr. Prior is this: to set senior civil servants why they should not institute overdue reforms and in so doing prepare to play part in building a framework which education and manpower interests can cooperate to the benefit of future generations of school leavers.

David Peck is Shropshire's Principal Careers Officer and sometime President of the Institute of Careers Officers. The views expressed in this article are his own and do not necessarily represent those of the County Council or the Institute.

Union calls for in-service reforms. Bert Lodge reports

'Open higher degrees to all'

Teachers who are not graduates but have plenty of classroom experience should be eligible to take a Master's degree, says the National Union of Teachers in a statement today on teacher training.

It also calls for a new degree for serving teachers higher than the in-service Bachelor of Education, although where the BED is embarked upon, two years' part-time study should be enough to get it with honours.

The union also wants the BED for initial training extended to four years and the current one-year course of teacher training for graduates extended to two years for those holding certain degrees.

At least half of all trained teachers should come from BED courses, the union believes.

It suggests that young people are put off the BED course because of fear that they may fail the teaching practice and so, after three or four years' study, fall their degree. The union would like to see courses offering an alternative route to a BED, available after the second year for students who appear unsuited to teaching.

Their final degree would have to

make it clear in the title that it did not include qualified teacher status.

The present system does little to encourage teachers holding only the Certificate of Education to study for a first or higher degree, says the NUT. It should be possible for some teachers to enter directly on to MA or MED courses without having to obtain an honours degree first.

"This should be the case where teachers already hold a Certificate of Education, having extensive teaching experience and are able to give evidence of continuous education," says the union.

"Institutions that offer a fully 'professional' degree should follow the logic of this position and give due recognition to the professional knowledge and expertise of experienced teachers."

The union questions whether the in-service BED, to which 6,000 teachers had already graduated by 1979, is the most appropriate degree for serving teachers. Many experienced teachers are capable of higher degree work although they may lack the requisite paper qualification, it says.

"Substantial experience of teaching and an understanding of its processes

should be recognised as valuable qualification which could lead to post-degree level work."

Some part-time BED courses involve three years' work to get a pass degree — longer to obtain honours. The NUT wants greater recognition of experience gained by teachers and of in-service courses they have taken, whether award-bearing or not.

"In-service BED courses with honours should be two years in length when taken on a part-time basis by a serving teacher," says the union.

It notes the fall-off in popularity of the BED and says recruitment would be improved if the course was extended to four years. It should remain the major route into primary teaching.

The sharp decline in job prospects for secondary teachers during the 1980s could be used to develop a Post Graduate Certificate in Education course of two years, the NUT suggests. This would apply to graduates with no education component in their degree or whose specialism was not a subject taught in schools.

A policy statement from the NUT, Hamilton House, Mabledon Place, London WC1 5DP.

Parents win free bus reprieve

Parents in Clwyd, North Wales, have won a six-month reprieve from their education authority on its plan to abolish the free school bus service.

At a meeting on Tuesday, while 300 parents protested outside Sirie Hall, local councillors decided that the free fares should continue until next April, the end of the financial year.

Youth cash plea

The National Association of Youth Clubs has called for the provision of youth services to be a statutory duty of local authorities. It has also called for an additional £84m a year to be spent on the youth service, in its evidence to the Department of Education's Youth Service Review Group.



Durham county architects won an award for this revolutionary design for a school powered by solar energy. Work will start on the school next year and should be completed by 1983. The school will cost the same amount to build as a conventional school, but its heating bills will be halved. The design uses metal walls to collect heat.

Radio ads among campaigns to recruit parent governors

Attendance allowance legality row

Sarah Bayliss

Thousands of parents will be standing in line for election as school governors in the coming weeks.

Some will have been inspired to do so by campaigns run by local schools, pressure groups or education authorities.

For example, in running an anti-campaign including leaflets on local radio extolling the virtues and usefulness of the governor.

Cheshire the Warrington Education Authority and the Warrington Parents and Teachers Association held an exhibition in the town centre last weekend to encourage the work of the parent governor.

New recruits will be coming themselves to a four-year term, as long as their children are registered pupils at the school.

Under the 1980 Education Act, governing bodies: the school's own chairman and members, are now much more responsible for the local authority, partly to job those offices.

The Act requires that new county governors must have at least two years' experience in the school. No changes have yet been made to existing governing bodies according to the Department of Education, there will be a "rolling" of governors over the next few years. The DES is likely to make a regular making parent governors compulsory in all schools before long.

However a string of elections are being held this term

in the shire counties and in the Inner London Education Authority. Governors' terms of office tend to coincide with those of local councils which, in the case of the ILBA and the counties, changed in elections in May this year.

The ILBA, which pioneered the idea of parent governors, this week launched a campaign to encourage more parents to stand for office. In the past voting figures and nominations had been disappointingly low, according to a spokeswoman.

The ILBA which has 185 secondary schools and 826 primary schools each with their own governing body, allows up to four parent governors, depending on the size of the school.

In Cheshire, Mr. Keith Plim, secretary of WATCH, who helped to organize the open-air exhibition last weekend, said, "In a working class town like this people tend to assume that they must have an academic background to get involved in schools. We are keen to dispel that impression and to get ordinary people on governing bodies."

Cheshire county council is preparing to hold courses for new governors later in the autumn.

Mrs Joan Sallis, a long-standing campaigner for more participation in the school government, said this week she was disappointed that the DES had issued no guidelines on the administration of elections for parent governors. She advocated that the widest range of methods should be adopted by each school, including the use of ballot papers for children to take home to parents. "I think you will tend to get voting meetings dominated by a few activists," she said.

Why every teacher should tackle multi-cultural issues

Courses on the problems of white pupils in schools where the majority of children are black are called for in a report published this week.

It also says no teacher should be pressurized into going on courses about multi-cultural education. In some parts of the country there are no such courses anyway, and where provision does exist it is inadequate.

Just as it is said "every teacher is a teacher of English", every in-service tutor, whatever the course, should be a teacher of multi-cultural issues.

The report covers a research project funded by the DES into in-service teacher education in a multi-cultural society. The project was led by Professor John Eggleston, of Keele University, and looked at 11 courses in six areas of England. Some of the findings were reported in *The TES* in April this year.

In many parts of the country no courses are available on multi-cultural education, the research found. Nowhere is it satisfactory. Where there were courses, responses were sluggish with some courses having to be cancelled. This is partly because information about courses only reaches the staffroom in a haphazard way.

"A particular problem is that messages seem to reach teachers who have some awareness of their needs more easily than those who do not — the cynical, the apathetic or the prejudiced."

Nothing is to be gained by pressing teachers into in-service training in this field. Even the enthusiastic among them on short courses seemed to settle for no more than "survival skills" rather than

being more determined to tackle the major issues of prejudice and discrimination.

Schools should be encouraged to put on their own courses, with experienced teachers and representatives of minority groups brought in from outside. At the same time teachers should be able to take advantage of courses in other localities and the report calls for a network of "pooling" finances for courses in multi-cultural education so that a national or at least regional pattern of provision could be set up.

At the same time a national information network could be established, possibly on the lines of the "School to Work" page in *The TES*.

Not all courses are planned in close consultation with teachers, the research found. "In a number of cases the capacities of the course providers or even their entrepreneurial skills seem to be the central determinant of what is offered. Teachers who have been on courses or are likely to be consulted. Practising teachers, particularly from minority groups should be recruited as tutors."

The research complements the findings of the Rampton Committee of inquiry into the education of children from ethnic minority groups and the arguments of the Schools Council publication, *Multi-ethnic education: the way forward*, issued earlier this year.

In-service teacher education in a multicultural society. By S. J. Eggleston, D. K. Dunn and A. Purewal. Dept of Education, Keele University. Full report £20, summary £1.

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Glimpse of national exams of the future?

A picture of what the new common 16-plus examinations could look like emerged from the Schools Council today in the form of 15 reports from groups of subject experts set up to advise the Council.

The Government has called for new "national criteria" or ground rules to govern the syllabuses and assessment procedures of the new exams. The idea is to ensure some comparability between the exams offered by different boards or assessed by different modes or techniques.

The boards are drawing up these criteria for the Government's approval next year and the first drafts of these are expected to be released in a few weeks time.

The Schools Council will eventually be asked by the Government to comment on these, but in the meantime it has been carrying out a parallel exercise of its own.

The 15 reports were drawn up by sub-committees of the council's standing subject committees and usually included a small minority of classroom teachers. They do not, at this stage, commit the council to any particular policy or action and have no official standing.

The results vary widely in quality and approach. Some drew up their own versions of the criteria while others produced more general "criteria for criteria".

A number of points of agreement emerged, sometimes coincidentally and sometimes as the result of obvious backroom lobbying.

Many groups found the idea that the new exam should be designed or restricted in some way to the ablest 60 per cent problematical or unpalatable.

The committees are also anxious that the new criteria should not hamstring any future curriculum development and want them to be flexible and, some suggested, revised every five years.

The ground rules would be worthless if a strong body independent of the exam boards is not set up to police them, some groups recognized.

There is no secret that the council sees itself in this role, though the Government has pointedly avoided any commitment to this effect.

Simple direct English, though sadly lacking in some of these reports, is nevertheless said to be very important in examination papers.

The need to reduce sexual and cultural bias is also stressed by several groups.

A much wider variety of assessment techniques is called for to match assessment more accurately to curriculum and the use of more coursework or teacher assessment is almost universally approved.

Classics are taken to mean Latin and Greek language courses and ancient history and various language studies of the life, art and literature of the classical world.

As only the ablest tend to take language courses, there was little likelihood that differentiated papers, structural hurdles or questions with grade ceilings would be necessary. They would probably be limited to unprepared language questions.

Home economics

Home economics courses would recognise that men as well as women need to learn to look after themselves.

The home economics report suggests two thirds of the time should be taken up by a core composed of food and nutrition; textiles and home and home, family and social studies.

A further third would be devoted to elective studies in one other area such as embroidery, consumer studies, health education and interior design.

Half the final marks should be based on coursework assessment.

Every pupil should gain a knowledge of a religion that enables him to achieve greater personal development and social competence, says the council's religious studies group.

Every pupil should also study the religious traditions that United Kingdom culture and institutions have developed from and their own religion where this differs from that of the majority.

To achieve this the committee suggests all should study Christianity and one other religion and have an opportunity to pursue a special project. Each of these would earn a third of the marks.

The group also says experience over the past 10 years shows separate tests to enable the ablest to show what they were capable of are not necessary, as had once been thought.

To obtain the highest grades, however, the group suggests some sort of hurdle should be built into the grading system so that to get a grade 1 the candidate must not have less than the grade 3 level on any part of their assessment.

Two two-hour papers are the maximum any candidate should be subjected to though course work should provide the clearest indication of students' ability in this field.

A three-part geography exam in which 30 per cent of the marks would be given for a short answer paper covering the whole syllabus and 30 per cent for a school-based geographical investigation is proposed in the geography committee report. The rest of the marks would be awarded for a continuous prose paper testing understanding of the subject which might present data for interpretation and analysis.

But the main council's geography committee have added a tart note to the sub-committee report, taking the strong exception to the idea that the new exam should be designed for 16 year olds.

"Elitism must be avoided," schools are providing a service for all and all should be tested," it says.

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School to work

Blow for community service groups Need for 'volunteer' work is steadily declining says report

A report based on a study funded by the Department of Education will cast doubt on the key assumption behind calls for national community service - that there is enough "volunteer" work to keep all Britain's school leavers usefully busy.

In a draft report, the National Youth Bureau, whose young volunteer resources unit carried out the research, says that the scope for developing community service is limited by all kinds of complex problems.

The report cites evidence that: agencies are competing for placements for full time volunteers; volunteers can strain the resources of the institutions they are supposed to be helping;

some old people are complaining of being pestered by unwanted volunteer visits;

some volunteer agencies are refusing to help certain organizations who, they say, expect too much from young people.

The data has been obtained from a six weeks' intensive survey of all kinds of community service - including schemes for school pupils and for young offenders - in an area of the Midlands. Its aim was to establish exactly how the various kinds of scheme are operating and how young people, their organizers, and the people they are supposed to be helping, feel about them.

The findings are likely to come as a considerable shock to Youthcall, the group campaigning for national community service, who have been demanding studies of this kind.

Neither Youthcall nor Mr James Prior, the Employment Secretary, whom it has been asking for money for research, has been aware that it was already been carried out at the expense of the DES, the department responsible for youth work.

The researchers paint a picture of confusion, competition, and overlap among the agencies organizing visits to the elderly at home. They said it was difficult to find suitable old people because not all of them wanted visits.

One big weakness, according to the study, was the lack of communication between the different groups: the researchers say that staff at the day nursery and the old people's home thought the pupils sent to them on school community service options were getting theoretical backup from the teachers, who in turn were assuming that the instruction was being given on the job.

Most teachers had little time allocated them in any case for follow up and support work, even though they wanted to provide it.

The unit says the lack of any systematic approach to preparation, support, and follow up, not just in the schools, but in many of the other organizations involved in running schemes, raises the question of how many young people are really benefiting from their experience.

Teachers at the schools and the college said that it was mainly girls who went for community service options: there were divergent views as to the ability range, but one school took the same view as the careers service in dealing with unemployed leavers - that community service was only suitable for the less able. In some schools pupils were punished by being prevented from doing their community service, their resulting absences discrediting the scheme with its people they were supposed to serve.

The researchers say that, while they found little evidence that community schemes in general are meeting their stated aims, they do appear to be providing a lot of youngsters with opportunities for learning and personal development and that most youngsters enjoy the experience.

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edited by Mark Jackson



Electronics workshop - Trevor Wood (left) instructor and Ian Lewis trainee.

Picture by Derek Millward

Worcester's apprenticeship success story

Nineteen eighty is likely to be remembered as the year apprentice recruitment collapsed - but not in Worcester.

These youngsters who started their training this week as craftsmen and technicians are part of the biggest intake ever at the training centre run by Redman Heenan International, the Worcester based engineering group.

Twenty one are learning microelectronics, and another 39 serving traditional mechanical or electrical apprenticeships, while 10 unemployed youngsters have begun special 15 week courses under the Youth Opportunities Programme.

Most of the youngsters are there because of a personal pilgrimage by 60 year old Mr Alan Norton, the group's director of services. With the group's own companies only able to recruit 17 youngsters Mr Norton has toured other companies in the area and persuaded them that they, too, should do their bit to give youngsters jobs and maintain the supply of skilled workers for the future.

Helped by the local careers service, he has got the other companies to take on a few apprentices each and send them to Redman Heenan for their first year's training. He says that it took months of travelling but it was worth it.

"Some of the employers were a bit reluctant, but I pointed out that if they didn't take on trainees they were telling their customers and their staff quite plainly that they had no faith in the future," says Mr Norton.

The centre, which has a staff of nine, costs £262,200 a year to run: Redman Heenan charges the other companies most, but not the whole cost of training their apprentices and reckons to make up the difference out of odd jobs that the centre does for the group's companies.

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Modern languages

Greater emphasis on the understanding of the written and spoken word and less on actually writing; in a foreign language is proposed by the modern languages working party. It suggests marks should be weighted as follows:

- reading 30 per cent
- speaking 25 per cent
- writing 15 per cent

The language working party also envisages three levels of tests for each of these skills: elementary, basic and advanced.

English

An oral assessment for all, coursework counting for at least half the marks and an end to separate language and literature distinction is proposed for English.

"The skills of listening and talking are of crucial importance to students in personal life, in employment and in functioning as responsible citizens," says the English report.

Battle over aid package share-out

The Department of Education has decided how it wants the £50m package for school leavers to be distributed between English local authorities. But other government departments and the local authority associations have differing opinions.

The package was announced by Mrs Margaret Thatcher, the Prime Minister, in an employment debate before the summer recess. It was intended to encourage 50,000 more youngsters to stay on at school in the year 1982-83.

The method for distributing the package between authorities has been a sensitive issue from the start but it must be settled before November when the rate support grant for local authorities in 1982/3 will be announced.

At a meeting last week of the Grants Working Group - which discusses Whitehall's funding of local government - local officers and ministry officials had the DES plan explained.

The DES suggested that the package should be channelled through the rate support grant system but it should be "earmarked" so that authorities with a high proportion of young unemployed should get a bigger share of the £50m. (A further £10m is to go to Wales and Scotland).

The block grant system - which now determines how rate support grant is distributed - already includes a formula for assessing how much each local authority needs to spend on non-advanced further education. The DES would like to see a new indicator introduced into this formula reflecting the number of young unemployed in each authority and hence each authority's so-called "need to spend" on non-advanced further education.

The Association of County Councils and the Association of Metropolitan Authorities each defended local councils' rights to decide for themselves how they spend their grant totals. Both claim they received the

DES idea with caution, but not opposition. An ACC spokesman said this week: "We certainly don't want a specific grant - we do want the money paid through the rate support grant."

A spokesman for the AMA said it had pressed for the package to be channelled in a specific way, through the urban programme.

It is understood that the Department of the Environment and the Treasury want it simply to be tugged to the rate support grant system.

Sarah Bayliss

Open tech plans being rushed, union says

The Government is rushing ahead with plans for an Open Tech, broadly along the lines of the Open University, in the mistaken belief that it will be cheaper than conventional further education, says the National Association of Teachers in Further and Higher Education.

Commenting on the Manpower Services Commission's consultative document on the Open Tech, Natfhe says that the proposals are vague about potential students, could be jeopardized by too rapid a start, and are based on a false assumption about their cheapness.

"The preparatory costs of each element in a course can be out of all proportion to those incurred in conventional teaching methods. The ratio of 40 hours preparatory work to a one-hour unit is not uncommon. It would be specially difficult and costly to give technicians, the main clients for an Open Tech, proper access to actual training."

Conventional further education was far better suited to meeting the needs of individual employers, except in the case of very large firms with large numbers of technicians in similar jobs (such as British Telecom).

While Natfhe favours the idea in principle, it criticizes the Government for giving it priority at a time when other policies were limiting opportunities for existing students.

Adult class air time

Essex's adult education service has teamed up with a new local radio station to provide an information line on adult education classes.

The helpers who are manning the "Learningline" telephones at the Essex Radio offices say they are getting a "steady stream" of inquiries about the 4,000 classes on offer in the county.

One of the more unusual calls was from a woman who wanted to learn Russian after discovering some old letters from Moscow in her attic.



In action: Top schoolgirl golfer Janet Soulbey, 16, of Purdree County, Northumberland, who recently won both the English under-23 and the English girls championships.

Advisory approaches to multi-racial education. By Arnold Williams. Road, London, WC1X 9PP. Price 15p postage.

Multi-racial provision attacked

A patchy, piecemeal and hurried approach to multi-racial education is revealed in a report published this week by the Nymede Trust.

The report, funded by the Department of Education and Science, surveyed the numbers and roles of teachers responsible for multi-racial education in local education authorities.

It found that only 14 out of 100 local authorities had special officers responsible for multi-racial education. All have black populations of more than 14,000.

Arrangements varied considerably. One authority had five officers responsible for multi-racial education, another with a black population of more than 17,000 had no officers above the level of Burman on scale 4, while a third employed an enthusiastic scale one teacher, who not only self taught, but never been given the opportunity to attend a course on the subject.

Twelve local authorities with black populations of more than 13,000 did not have any full-time advisers. "Very few education authorities and schools have begun to develop any profound understanding of the educational and population needs of minority children," says Prasher, director of the trust who introduced the report.

"An education system which is responsive to the needs of a multi-racial society involves not only black children but all children, which implies a different role for the adviser."

Oxbridge firsts belie cramming image of independents

by Philip Venning

A few independent schools may gain an extra advantage in the race for Oxbridge awards by their ability to offer a third year sixth form. But overall the reason that public schools scoop the bulk of the prizes does not seem to be primarily because of their skill at cramming pupils for the entrance exams - an accusation often made by maintained school supporters.

This is a possible conclusion from a comparison of this year's Oxbridge first class honours degrees with open entrance awards four years ago. This shows a fairly close match between those schools whose pupils did well in winning awards and who later gained firsts.

A student who was crammed for an award might be expected to do less well in his final degree, so that schools that rely on cramming would drop well down the league table. At the same time maintained school pupils, without the help of an extra year in the sixth, might be expected to improve their position. With important exceptions this was not generally true.

The purpose of the Oxbridge open awards is to single out the academic high fliers who might be expected eventually to get first class degrees. In practice this is unlikely ever to be the case as the number of firsts is usually well below the number of awards. This year there were slightly more than 600 firsts at Oxford and Cambridge, compared with nearly 1,600 awards in 1977/8 (the year most of this summer's graduates would have sat their entrance exam).

The table shows schools whose former pupils obtained three or more first class honours degrees at Oxford and Cambridge this summer. They are compared with the number of open awards (scholarship and exhibition) won by these schools in 1977/8.

Sevenside		5	10
Elm		5	9
Hill Rd 6th F Coll Cambridge	M	4	28
Kings 8, Canterbury		4	6
Kings 8, Macclesfield		4	9
King Edwards, Bath		4	9
King Edward, Weymouth		4	5
		4	14

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Schools and companies in Oxfordshire have been forging closer links in recent years, and here Ruth Howell looks at the background to the successful ventures

Industrial revolution

Secondary schools and companies in Oxfordshire will shortly begin preparations for a major exhibition which will celebrate the many ways in which these two sectors of society, which never normally rub shoulders, have developed an extensive network of links.

The exhibition will be held next year. Behind it lie years of work in the county to bring schools and industry closer together.

Initial links were between school craft, design and technology departments, and the production sections of manufacturing industries. From this sprang the idea of holding regular major events to illustrate the growing relationship.

A schools design competition in 1976 led on, two years later, to an extended competition in which pupils had also to carry out market research on their designs.

Then in 1980, 42 schools took part in an exhibition, "We Understand Industry, Industry Understands Us", which showed that links with industry spread across the whole school curriculum. Exhibitions included a display of the design and manufacture of stair-climbing aids for the elderly and a survey by fourth-year pupils of the style of business letters used by different companies.

The exhibition was not intended to be an end in itself, but aimed to provide a chance to refine existing links, review the current situation and to motivate everyone concerned to continue to develop contact with one another.

One apparently unlikely project involved the pupils and staff of a girls' school and a company concerned with the extraction of sand and gravel. The link between Milham Ford School in Oxford and J. Curtis & Sons Ltd. has grown over 12 years, particularly through the school's geography, geology and environmental studies departments.

The school's notes for the exhibition programme stated their objective: "Sand and gravel is one of Oxfordshire's most important rural industries and it is important to educate pupils so that they understand why modern society required these materials and why they have to be worked where nature provides them. At the same time it is also important to understand the efforts which operators make to reclaim and preserve the environment, use, discuss, working for other purposes and to appreciate some of the firm's problems".

Sixth form pupils have visited the

company's sand and gravel pits to study rivers and their deposits, the geology of the local limestone and its fossil content, the economic use of these natural materials and the reason for the location of these extractive industries in Oxfordshire.

In such ways, links had already become established, but the exhibition promoted further ideas. The Sand and Gravel Association has taken an active part in this and arranged for Professor Stanley Beaver, an authority on sand and gravel, to lecture at the school later in the year, and then to accompany pupils on a visit to the gravel pits.

Sixth formers and teachers, including Miss Alice Wakefield, the head, have visited the new development of Curtis Ltd at Sutton Wick and the link with the firm continues to develop.

'Liaison between schools and industry does not merely happen'

Another very different aspect of school-industry liaison is the secondment of teachers into industry. A small but growing number have taken place in Oxfordshire, for periods varying from a few days to one year.

Two of those who had done a three-week secondment chose this as their theme for last year's exhibition. Because of this and other successful ventures, this year the education department, Smiths Industries in Witney and the Understanding British Industry project have arranged for the year-long secondment of a maths teacher.

Her time is being spent in various parts of the company, and on essential rather than peripheral work. Projects so far undertaken have included a review of apprentice training, with recommendations for improvement; a feasibility study (involving market research throughout, the company) on the improvement of canteen facilities; writing of computer programs including those for stock control and sales analysis; a study of stores locations and the implementation of recommendations.

The teacher has at the same time remained involved with her colleagues by arranging a one-day conference for all Oxfordshire teachers

who have already been on secondment into industry, together with their industrial hosts, as the first of a series of follow-up sessions.

On her return to teaching next year, she will help provide support, guidance and material resources for future seconded teachers. The education department has allowed her one day a week for this work.

Smiths Industries in Witney have also been involved in other schemes: the company has taken another Oxfordshire teacher for 10 weeks, pioneered a two-day course for fourth formers from one of the local schools, (now on offer to another school,) and run an in-service day for the teaching staff of another school during half-term (35 to 50 took advantage of this opportunity).

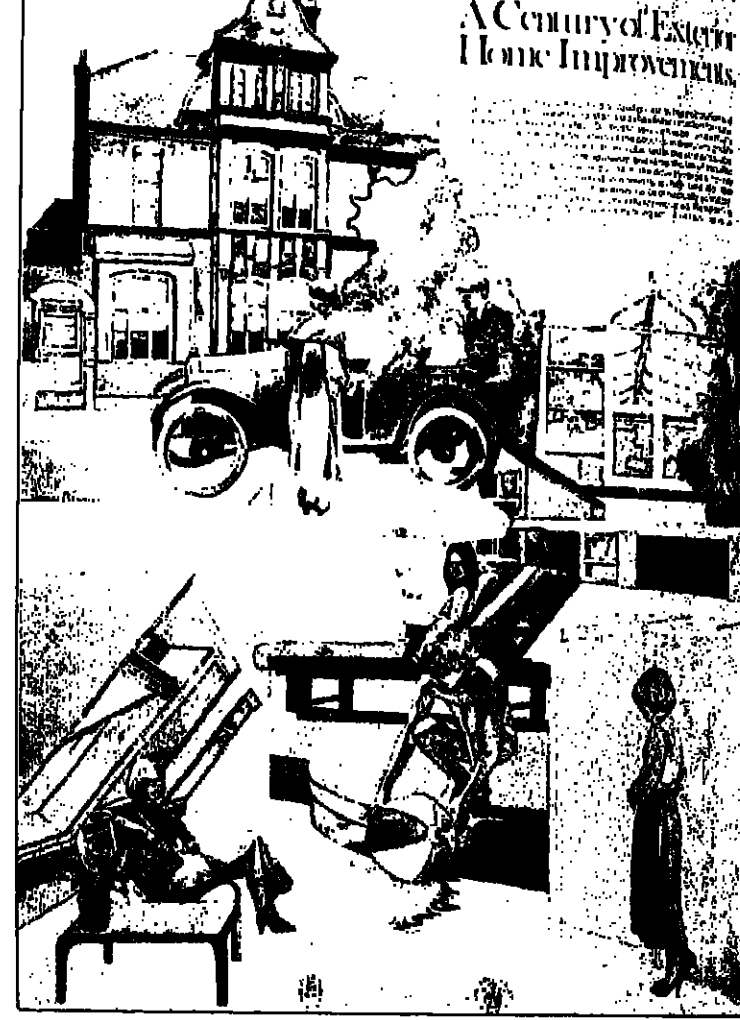
Members of the firm's staff are involved in area liaison groups, school governing bodies, school-based working groups on curriculum, school appraisal and other matters, and with the Understanding British Industry project. Five managers are undertaking project-based programmes in five local schools. The company provides advisers for Young Enterprise companies, speakers and discussion leaders at conferences and for pupils in schools, assistance with mock interviews and design projects in schools; and is still looking for ways in which it can both offer assistance to local schools, and benefit as a company from cooperation with them.

One of the more recent developments in Oxfordshire has been the involvement and support of some 20 national bodies in the school-industry link area. Again, the exhibition last summer was the trigger which started a number of particular initiatives and perhaps the best example of the achievement of another of the exhibition's aims - that of stimulating interest and encouraging further development and greater involvement - has been the story of the link between King James' College at Henley and the Building Societies' Association.

The college's stand at the exhibition proclaimed: "We start from the belief that the title of this exhibition is profoundly untrue. Neither side shows much understanding of the other. We have therefore begun to attempt to remedy this situation. But we also believe a sixth form college prepares young people better for industry than industry realises or uses."

This challenge caught the eye of the association's education liaison

LIVING CONTRASTS



Success: Poster design for the Building Societies' Association



Success: Milham Ford girls visit Sutton Wick gravel pit

officer, and she responded by establishing contact subsequently with the county adviser and then with the college, in order to throw a challenge back to them.

The association was planning to produce a series of wallcharts, with complementary teachers' notes, under the general heading "Living Contrasts" and designed for use in the growing number of life and social skills courses in schools, and King James' College was asked to produce this series.

The college assigned two students to design and produce the first two wallcharts, entitled "50 Years of Interior Home Improvements" and "A Century of Exterior Home Improvements". Another student designed the covers for the teachers' notes. A local printer was commissioned so that teacher and pupils could be involved in the production process, and from the first stage of obtaining a quotation to the final stage of packaging the material, the students have exercised their own initiative. The first two charts and sets of notes have now been distributed nationally, and represent perhaps the first educational resource material to be produced for companies by pupils at school.

These few examples are a mere taste of the wide variety of links which have been developing in Oxfordshire over the past few years. Others include the establishment of working groups of teachers and industrialists based at individual schools; individuals within schools and companies being nominated to be responsible for school-industry links; a growing number of Young Enterprise groups; sessions involving teachers and industrialists exploring

matters of common concern; the devising of a project-based programme for managers in schools; the development of industry-linked materials; and the increase in liaison officer time from the education department.

The co-operation between a school, the education department, a national organization and a local company is successfully embarked upon in the case of King James' College representing the kind of development which the chief education officer has been hoping for and which he and his staff are seeking to continue to encourage. At the meeting a few weeks ago, he announced that there would be another exhibition in 1982, in which he hoped all those present, and many more, would be involved.

But growth in Oxfordshire has not come about easily or quickly. Much time and effort has been expended in reaching the present situation, and much more will be needed to maintain the current level of involvement and to develop it. Liaison between schools and industry does not merely happen, even if both sides wish it. To those surveying the links established in Oxfordshire for the first time, it might appear that the process has been straightforward and easy. It has not. Real and hypothetical problems, prejudice and conflicting interests have all had to be overcome.

"We Understand Industry, Industry Understands Us" by Ruth Howell, Regional Liaison Officer, Understanding British Industry, Thames Valley Region on behalf of the Oxfordshire County Council. Available from: Mr G. J. West, Adviser, Oxfordshire Education Department, Maclefield House, New Road, Oxford OX1 1NA.

How far has England gone towards a comprehensive system? Biddy Passmore looks at the current position and at the part the DES plays in reorganization

Mapping the future

Only one English education authority - the London Borough of Kingston - still has no comprehensive schools at all.

Of the rest, 63 have reorganized all their secondary schools along comprehensive lines and 33 of them still have a mixture of selective and comprehensive schools. But the proportion of children attending grammar schools is small: only 4 per cent in January last year and the figure will be even lower when schools go back this month.

The map shows the state of secondary reorganization in September 1981, according to the latest information available from the DES. It gives a very mixed picture, with more than half of the shire, counties and most inner city areas now totally comprehensive and patches of selection still in the richer suburban areas, the Home Counties, Lincolnshire and Norfolk and a clutch of counties in the West and North.

Contrary to expectations in some quarters the advent of a Conservative government has not halted the move to comprehensive schools. Nineteen proposals for secondary reorganization have been decided under this Government. Thirteen have been approved and six rejected.

Local government reorganization in the early 1970s has had a confusing effect on the organization of schooling, as the table setting out ages of transfer shows. Where former education authorities were cut up or merged to form new L.E.A.s, as many as five different patterns emerged.

As a result only just over half of the 97 authorities have the same age of transfer to secondary or upper schools for all their schoolchildren. The rest have a combination of the traditional 11-plus transfer and middle school systems, with transfer to upper schools at 12, 13 or 14. In all, 48 authorities operate middle school systems.

In a single local education authority - Hereford and Worcester - there are five systems running alongside each other: 11-plus transfer, 8-12 middle schools, 9-12 middle schools, 9-13 middle schools and 10-13 middle schools.

At sixth form level, the picture is changing rapidly. Four education authorities - Bury, Harrow, Richmond and Salford - are now organized with a total break of 16. A fifth, Tameside in Greater Manchester, has reorganized all its county schools with a break at 16, so that only voluntary schools have sixth forms.

Age of transfer to secondary schools in English L.E.A.s, January 1980

Age 11 only (49)

Barking
Barnet
Bexley
Brent
Bromley
Croydon
Enfield
Haringey
Haringham
Hillingdon
Hounslow
Kingston
Newham
Redbridge
Richmond
Sutton

Waltham Forest
ILEA
Bolton
Bury
Manchester
Oldham
Salford
Stockport
Tameside
Trafford
Knowsley
Liverpool
St. Helens
Sefton
Coventry
Sandwell
Selly Isles

Solihull
Wolverhampton
Gateshead
South Tyneside
Sunderland
Rotherham
Calderdale
Avon
Cleveland
Cornwall
Cumbria
Durham
Essex
Gloucester
Lancashire
Leicestershire

Age 11 and 12* (8)

Birmingham
Sheffield
Cheshire

East Sussex
Hampshire
Lincolnshire

Norfolk
Warwickshire

Age 11 and 13* (19)

Rochdale
Wigan
Walsley
Newcastle
North Tyneside
Barnsley

Bradford
Bedfordshire
Cambridgeshire
Derbyshire
Hertfordshire
Kent
North Yorkshire

Northamptonshire
Nottinghamshire
Oxfordshire
Shropshire
Somerset
Wiltshire

Age 11, 12 and 13* (14)

Wiltshire
Dorset
Devon
Dorset
Hereford & Worcester

Humbly Grove
Staffordshire
Surrey
West Sussex

Age 11, 13 and 14* (1)

Suffolk

Harrow

Buckinghamshire

Age 12 only* (3)

Barnsley

Isle of Wight

Northumberland

Age 13 only* (3)

Merton

Isle of Wight

Northumberland

Local authorities organized with a break at 16 to transfer to sixth form or tertiary colleges

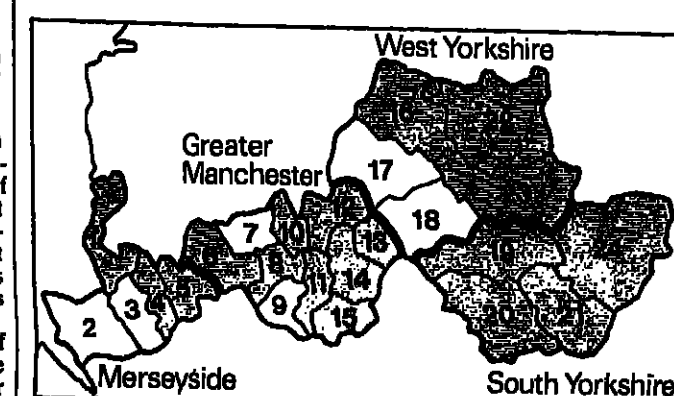
Bury
Harrow
Richmond

Tameside (county schools only)
Salford

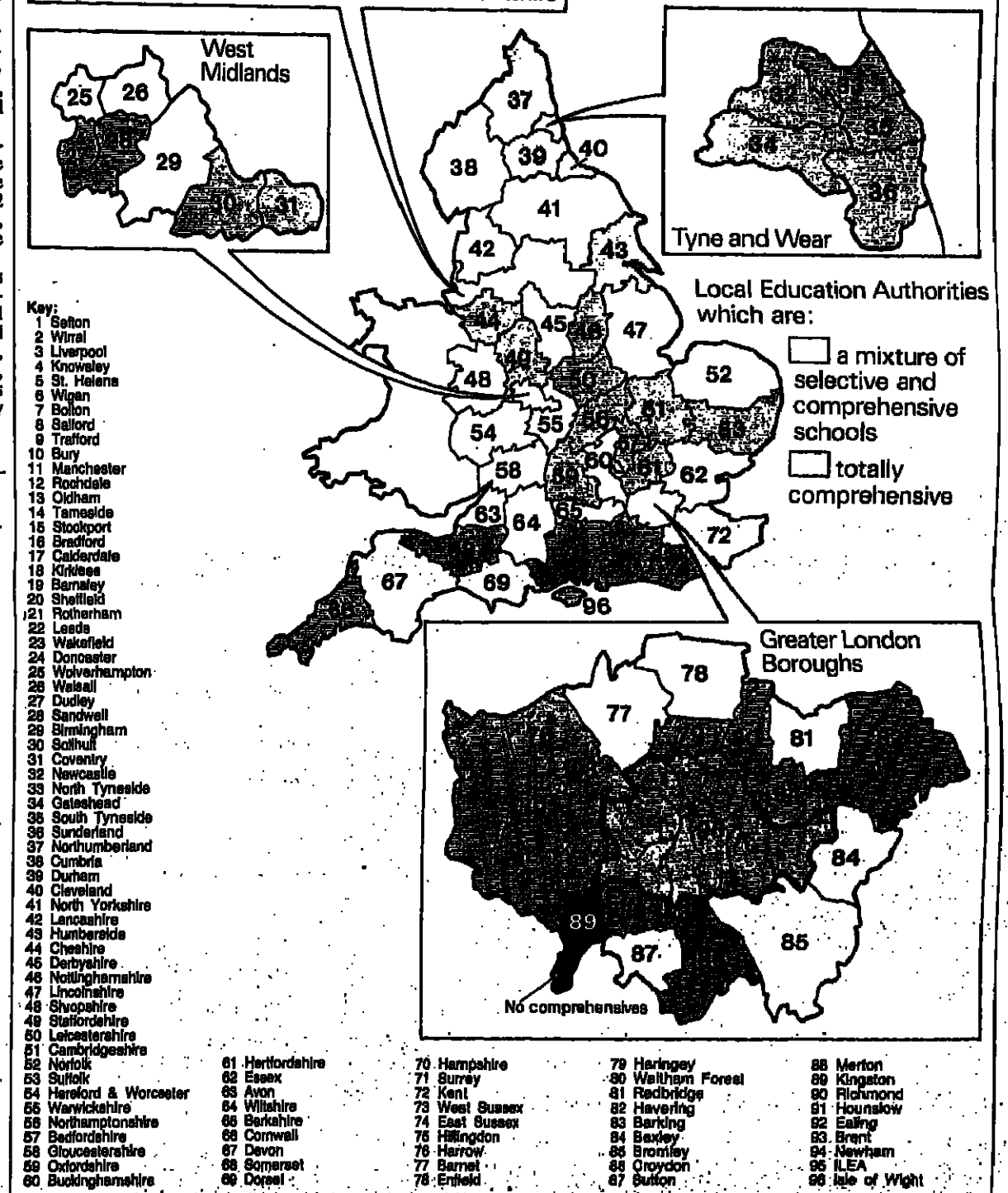
Authorities having transfer ages over 11 operate a middle school system. The most common age ranges are: 8 or 9-12 and 9 or 10-13.



Mapping it out - Miss D. R. Allam of Matthew Arnold School, Clunbury with Mr M. J. Hunt and Mr A. P. Brammer of Smiths Industries, Witney.



The state of secondary reorganization in England: September 1981



How the decisions are taken

The pace of work is hotting up for the group of DES officials who examine reorganization proposals. As local education authorities try to close down and merge schools to match falling pupil numbers, sometimes incorporating changes in 16 to 19 provision as well, the number of proposals reaching the DES threatens to become an avalanche.

Legislative changes introduced in the 1980 Education Act have cut out some of the work. They make it unnecessary for uncontested proposals involving county schools to go to the Secretary of State for his approval. According to DES officials, that has enabled them to "cope with the spurge" but there is still a lot coming their way.

In 1979, there were 342 proposals to change or close down schools, of which 12 were determined by the local authority without reference to

the Secretary of State. But in the first six months of this year alone, there were 251 decisions, although 85 of those were L.E.A. determinations and only 166 reached the minister.

Of course, there are still means about delay from local authorities. "They complain that we don't produce decisions at the drop of a hat," a DES official commented, "but it's not that we're acting slowly but that there's a great deal of work that needs to be done".

When proposals come to the DES, they are passed to one of the eight principals who deal with reorganization schemes, each covering an area corresponding to a division of Her Majesty's Inspectors. They and their assistants then draw up a dossier which will be passed up through the ranks - the number of stages depending on the proposal's com-

plexity and importance - and finally land up on the minister's desk. Lady Young, Minister of State, normally takes the decisions but very tricky issues will be determined by Mr Mark Carlisle, the Education Secretary.

One aspect of the new law which pleases officials is the opportunity to consult local authorities before proposals are modified. "It's time-consuming but the outcome is quite good", said one. "It's so easy to find solutions on paper."

One big decision awaiting Mr Carlisle when he returned from holiday was the Manchester scheme to scrap all of its sixth forms and replace them with a tertiary system. The advice in the official dossier is said to have recommended accepting the plan - but nobody in the DES would lay odds on Secretary of State's ultimate decision.

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Republic of Ireland/John Walshe

Religions meet in Wicklow school

DUBLIN: The Republic's second multi-denominational primary school opened in the County Wicklow town of Bray last week. Like a similar one in nearby Dalkey, County Dublin it was formed by a group of parents who were anxious to see children of different religions educated together.

The Bray school will follow the same curriculum as in the ordinary denominational primary schools except for religious studies which will be optional. The school will attract the same amount of state financial support.

There are about 3,560 public primary schools in the Republic. About 3,333 are under the patronage of the Roman Catholic bishops, 200 under the Church of Ireland bishops, there are a few Presbyterian and Methodist schools, one Jewish school, while 20 other religious or charitable groups control the rest.

The system of public primary schools was set up by an 1831 act passed in the British Parliament. It was originally intended that the schools would be mixed, but they quickly became denominational and have remained so for the most part, that way since.



Margaret Kelly watches her acting debut in *Katie, the Year of a Child*.

John Walshe reports from Dublin on efforts to educate 'tinker' children

Moving target

DUBLIN: The BBC television programme, *Katie, the Year of a Child*, which was shown again this summer, poignantly dramatized the life of an oppressed Irish minority.

'Tinkers, itinerants, or (their own preferred name) travellers, suffer discrimination not only in both parts of Ireland but also in Britain - where many have emigrated over the years.

Traditionally most tinkers were very poor - no longer able to exist on meagre smallholdings, dispossessed for failing to pay rates, or unemployed because of the obsolescence of their trades. Many were evicted by their landlords, or forced into a life of vagrancy by famine.

Today travellers' living standards, while still low, are improving. This is due in large measure to travellers being made aware - usually by social workers - of their social welfare entitlements.

But the conditions of travellers differ greatly from that of the settled poor in one vital respect - their children's education.

A recent survey has shown that 3,500 travelling children of school age never darken the door of any school, and 70 per cent of travelling teenagers are still illiterate and innumerate.

However it also shows that efforts being made by Irish teachers and educational authorities are making some headway.

Half the travelling children of school age are attending school with sufficient regularity to enable them to make real progress.

The report comes from the National Coordinator for the Education of Travellers, Sister Colette Dwyer.

She says that although only about 100 children join the ranks of regular school-goers each year, the quality of the education they are receiving, and their ability to benefit from it, have improved immeasurably.

It is much less common now than it was seven years ago to find travelling children sitting at the back of

crowded classes, learning virtually nothing.

Added to this, more than 1,200 travelling children are receiving special education in preschool classes, in special classes attached to primary schools, and in three special primary schools.

There are also 12 training centres for young travelling boys and girls. Nearly 30 per cent of young travellers are literate as opposed to the 5 per cent which Sister Colette found in her first survey in 1974.

The problem of itinerancy needs to be seen in context. Although the number of itinerant or travelling families is increasing and stands at about 2,000 families at present, this still represents only 0.4 per cent of the total number of families in the Republic.

In 1977 some 44 per cent of the families were on the roadside; the rest were in standard housing, chalets on serviced sites or trailers on authorized sites. In the four years 1973-77 the number of travelling families in standard housing more than doubled from 302 to 734.

The biggest single obstacle to further substantial progress in the education programme is the lack of suitable living conditions for so many families.

Sister Colette says 'the national scandal which is daily evident on our roadside, where travelling families still live in conditions which are sub-human with no water, no sanitary facilities, no hard standing to prevent the caravan (or tent) from sinking into a sea of mud in the long wet months of each year, is constantly augmented by a policy of deliberate harassment which causes them to be constantly "moved on", with nowhere to move to, and little hope of finding the kind of stability which makes any prospect of regular schooling possible'.

Her urgent recommendations are for more visiting teachers to help families and children overcome the obstacles which keep them away from school; the provision of more

Life on the road, Margaret Kelly prepares a meal.

classes for the 12-15 age group and more training centres for travelling teenagers and young adults.

Sister Colette is a member of a government-appointed committee set up by Mr Charles Haughey, the former premier. It is perhaps the most important review since a Government Commission on Itinerancy reported in 1963 on measures to promote the absorption of travellers into the community.

A speeding-up of settlement efforts is likely to be recommended in the report of the latest committee. More serviced sites for those who wish to continue the decade of traditions of travelling are also to be recommended as is the provision of education to the travelling facilities.

After the first showing of *Katie* the young traveller who played the lead part, Margaret Kelly was offered coaching in London and the prospect of an acting career. She refused so that she big family of "home" with her big family of brothers and sisters. Margaret had just completed a year in a vocational training centre in Bray, Co. Wick.

She told me last week she was not sure what she would do next. She had not been able to get a job but she would probably return to the training centre for another year.

New Zealand/Lindsay Hayes

Principal sentenced to community service

WELLINGTON: A school principal has been sentenced to 200 hours of community service after being found guilty of using false pretences to gain funds for school equipment.

Mr Gerry Mullin, 48, of Tangaroa College, South Auckland, was de-

scribed in court as an able, dedicated teacher who had given a lifetime of service to children.

The extra funds obtained by Mr Mullin, who has resigned, were used exclusively to buy equipment and materials for pupils.

Mr Bill Rowling, the leader of the opposition Labour Party said the incident highlighted the failure of the courts to meet the needs of schools.

Mr Mullin has received wide support from educationists throughout the country.

United States/Olga Wojtas

Maths improvement projects backed by \$1m in grants

WASHINGTON: The Ford Foundation is giving grants totalling more than \$1m for a series of projects designed to improve American pupils' performance in mathematics, and to help maths teachers improve their teaching.

The Foundation, which is particularly concerned to improve opportunities for minorities in America, discovered "glaringly evident under-representation" in maths and science of groups such as Afro-Americans, Puerto Ricans, Mexican Americans and women.

However, after an 18-month investigation, the Foundation concluded that the entire system of maths teaching throughout the United States needed radical reform.

The foundation report says that there has been a significant decline in maths standards over the past few years and adds that the United States, in terms of maths and science training, might almost be called undeveloped, especially in com-

parison to Japan and the Soviet Union.

This decline, combined with falling school rolls, says the report, threatens a major shortfall in the number of graduates with a strong maths background.

"With fewer maths achievers coming out of high school, fewer college students will be prepared to handle advanced training in high technology fields, business, economics and engineering," it says.

The National Council of Teachers of Mathematics said at its annual conference in April that the three major problems were:

● School maths failing to keep pace with changing technologies;

● Most pupils not studying maths to the level required for their futures;

● A dramatic increase in the present shortage of qualified maths teachers.

The maths taught in American classrooms is minimal, says the Foundation report, adding that Dr James Fey, a maths lecturer at the University of Maryland, has found

that only arithmetic of the 10 basic mathematical skills is taught across the board in primary and secondary schools.

Maths teachers frequently have a limited knowledge of their subject, says the report. It is possible in some states for a primary teacher to teach maths without having studied it beyond secondary school level, and the Foundation urges that secondary pupils be required to study maths for at least three years.

The Foundation has made grants to school districts in various parts of the country, and to several higher education institutions which will launch cooperative projects working with school districts and individual primary and secondary schools.

The type of work planned includes tuition after school or at weekends, teacher workshops, a strengthened maths curriculum, and field trips to local industries and laboratories.

The Foundation hopes that these pilot schemes will be able to be copied in other parts of the country.

Blacks invited to move in to avoid busing

DENVER: Residents of a predominantly white neighbourhood in Denver, Colorado are advertising in newspapers to persuade black families to move into their area. They want to achieve peaceful integration in order to avoid compulsory school desegregation and the resulting school busing designed to attain an acceptable racial balance in the schools.

Compulsory busing of children has been the principal means to date to try to attain racial balance in schools in Denver. This has proved expensive, time-consuming, and very often fails to achieve its prime purpose.

New parents in the south western suburb of Harvey

Park are hoping to bring in minority residents and keep their children in neighbourhood schools.

"If we could get more minorities moving into the neighbourhood, that would be great. It would show that we care about people, rather than just caring about the schools," a white parent said.

There has been some favourable editorial comment to the effect that people now see "the neighbourhood, not the school, as the fundamental unit for achieving integration in the United States".

P. E. Burke

Soviet Union/Donald Fields

Nationalist protesters await trial

The school year in Estonia, the least populous and third smallest of the Soviet Union's 15 republics, is getting off to a gloomy and troubled start.

About 10 senior pupils are awaiting trial for their part in nationalist unrest last autumn and four or five are already serving sentences in labour camps. Informed sources describe the classroom atmosphere as "tense and irritated".

In mid-August the trial of three youths from Haapsalu High School - Kaido Blumman, Haido Koppel, and Alvi Tamenen - appeared imminent. Long detained in Tallinn jail, they have been indicted for "nationalist hooliganism", which carries a maximum five-year sentence.

Others found guilty of the same charge - generally amounting to "protection of the Soviet flag" - have been sentenced to labour camps for up to three years.

These developments mark a squaring of accounts by the authorities in the wake of last October's disturbances involving up to 5,000 school children, an estimated 100 of whom received hospital treatment because of rough handling by the KGB.

The demonstrators, unfurled the Estonian blue, black and white flag and shouted anti-Soviet slogans.

After the latest newspaper named the parents of alleged troublemakers, several parents were demoted to menial jobs, while hundreds of pupils were expelled or transferred to special schools.

Accounts from Estonia attest to the inalienability of the national spirit. The country was devoured by independence, but remains one of the most advanced parts of the Soviet Union. The torch of national culture is kept burning by a distinctive literary, choral and educational life.

But the Estonians are constantly



Israel/Benny Morris

Strike keeps pupils from new term

JERUSALEM: The school year opened in the Israel-occupied Golan Heights with a major political strike by the parents and Druse community leadership against the military government, and some 70 per cent of the 4,500 pupil body failed to show up on the first days of the new year.

The 13,000-strong Druse community on the Golan, the only indigenous inhabitants left in the area after the Syrian retreat from it in the 1967 six-day war, is currently embroiled in a major controversy over whether or not to accept Israeli citizenship and identity cards.

In the occupied West Bank and the Gaza Strip, on the other hand, the first days of term have passed smoothly, with no strikes or rioting. Days before the opening, the military government reinstated 12 teachers fired during last year's West Bank teachers' strike, which shut down the area's schools for almost two months.

Sweden/Chris Mosey

Religious upsurge

STOCKHOLM: Children returned to school in Sweden, to face the prospect of an unexpected increased emphasis on religion in their curriculum. Mrs Ulla Tiliander, the Schools Minister, who is a member of the rural-based Centre Party, has called for more emphasis on religion at school. Mrs Tiliander, who took over school matters recently, said: "Religious knowledge and Christianity must retrieve its position in the Swedish school. School must pass on our Christian heritage."

Mrs Tiliander said nearly 50 per cent of the teachers who should be instructing in the subject, "pushed aside" religious knowledge.

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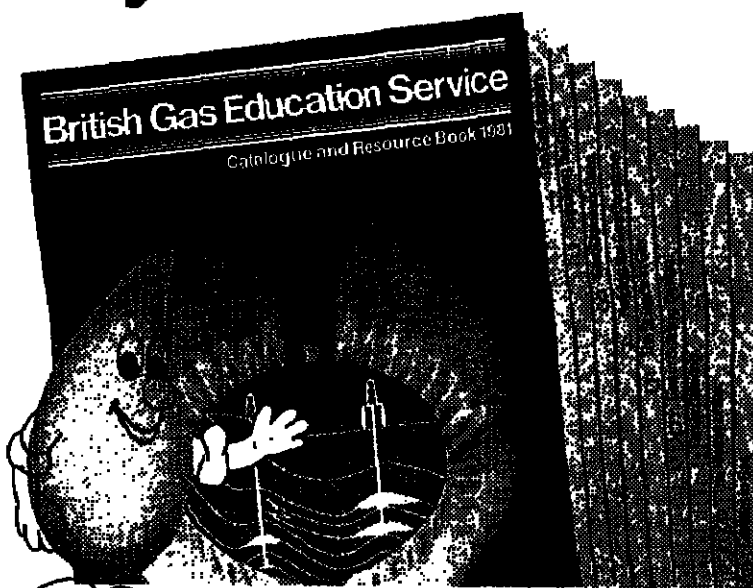
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Letters

Use £60m to aid those most at risk

Sir, - In the last week of the 1980/81 Parliamentary Session, Mrs Thatcher announced a proposed package of measures which included the allocation of £60 million to help an estimated 50,000 additional 16-year-olds to stay at school, rather than run the high risk of joining the already lengthy lines of frustrated job-seekers. Initial reaction to this move seems to be warm and included an expression of the hope that such money should not be added in a general fashion to that which is already available in the Rate Support Grant, but rather that it should be specifically channelled into vocational and pre-vocational courses for those groups of teenagers who are most at risk in the current recession.

The groups most at risk are not potential Advanced level GCE candidates. Rather, they include students for whom a number of examination courses have been developed and introduced, to the apparent delight of many teachers. Prominent among such courses are the overseas courses leading to the now well-tried and popular Certificate of Extended Education (CEE) examination developed and offered not only by the CSE Boards but also by consortium of five GCE Boards, of

which the University of London Entrance and School Examinations Council (the London GCE Board) is one.

In my own travels around schools and colleges in England and Wales, in my capacity as Schools Liaison Officer for the London GCE Board, I receive frequent and enthusiastic comments from head teachers and principals, subject specialists and students on the CEE subject which have been introduced in a range of subject areas. Indeed, even though Government thinking has now moved away from the CEE towards a more vocationally-oriented and further education based 17-plus examination, and is actively pursuing this idea, the GCE Board consortium mentioned above has expressed its willingness to continue to provide CEE courses and examinations as long as the demand for them exists.

In addition, for more able students staying on at school beyond the age of 16, there are the increasingly popular one-year courses beyond Ordinary level GCE leading to the Alternative Ordinary level GCE examinations in a number of subject areas and offered by most GCE Boards, including the London GCE

Board. The Alternative Ordinary level examination could well be the basis for the proposed Intermediate (I) level examination, now under discussion, thus continuing to provide a useful goal for the many students staying on beyond the full-time education, to supplement (or complement) Advanced level GCE courses - the present Government intention - and preferably to provide a free-standing and appropriate goal, independent of the full-time education, for those students who do not wish to take the two year A level course.

At a time when unemployment is such a serious problem, and schools proposed by the Government to a courage more 16-year-olds to continue their full time education, it seemed worthwhile to emphasize a varied provision for these students and to express the hope that some of the £60 million will be used to ensure that schools have the means to continue with or introduce to courses already available and to introduce those which are proposed.

B. P. PRICE,
Schools Liaison Officer,
University of London Entrance and School Examinations Council

Beneficial days

Sir, - I am writing to correct John Oates' misrepresentations (Letters, August 8) of several points made by the authors of the National Children's Bureau's report *Combined nursery centres* (Letters July 31).

1. We did not say that "most of the Head Start programmes were precisely defined and controlled"; we were referring to those few which Oates mentioned as showing long-term beneficial effects. Of course long-term effects are important, but it is seriously suggesting that we should have delayed publication until a 15-year follow-up had taken place?

2. It is nonsense to suggest that tape-recording is the only sound method of obtaining and analysing interview data and naïve to imply that such a technique ensures objectivity.

3. The bureau researchers have never taken the view that objectives which cannot be easily quantified should be ignored; indeed, our study covered several areas in which this problem had to be tackled. I can only conclude that Oates has confused "quantified" with "precise"; his continued reference to vague concepts such as "longer-term effects on families" suggests that precision in defining objectives, which was what we were advocating, has not figured largely in his own thinking on the topic of evaluating combined centres.

Dr ELSA FERRI,
Senior Research Officer,
National Children's Bureau,
8 Wakeley Street,
London EC1.

Regular visits

Sir, - Patricia Pott's article in *Talk* back "Segregation for Whom?" (August 14) underlined the need for a continuing relationship between the disabled, "normal" and those for the disabled, whether physically or mentally handicapped.

In the 12-16 mixed comprehensive school in which I am Head of English and of Social Education, we have been developing contacts with special schools and centres of various kinds over a number of years. We have had speakers for our Social Education course, a core subject for all fourth and fifth year pupils, leading to a CSE Mode 3. Small groups of pupils have visited local centres, some in connection with CSE Mode 3 English, and physically handicapped pupils have visited us.

When we planned our Social Education syllabus (which grew out of long-standing "contemporary affairs" and "human development"

Mode 3 courses), we set aside half a term for community service, but found the task of placing about 180 pupils too difficult to manage.

The International Year of the Disabled prompted us to organize at least one visit for every pupil to a Training Centre, PH school or hospital for the mentally handicapped. Thanks to the kind cooperation of those in charge, we achieved this, with the exception of two pupils whose parents refused permission for their children to go.

I must stress the careful preparation we made before the visits, for we were aware of the apprehensions felt by many (I can recall the hesitation with which I accepted an invitation to be shown round the M1 hospital many years ago, when my wife became the pharmacist there). I recall, too, how my eyes were opened to the humanity of the patients and to the warmth and kindness of the staff. We talked to and with our pupils, and the hospital's Voluntary Service Organizer came to school and outlined what life is like for the disabled.

Not more than a dozen pupils went to any centre at one time; in most places they were escorted by the centre staff, not by their teachers; we know that some still felt nervous or embarrassed.

The results of the visits far exceeded our hopes and expectations: written reports were lengthy and detailed - even our less able pupils found plenty to say. Most important, the vast majority said how relieved they had felt, how much they had enjoyed their visits and how much they had learned and gained.

We selected the best reports - not all from the most able - duplicated them and gave every pupil a copy of each one. I added a brief letter and sent the small booklet to each of the centres we visited, as the best way of expressing our thanks.

Since then, several pupils have been to the M1 hospital to help at the carnival; several have helped at one of the training centres; we planned for a number to do work experience for a fortnight, but found their age disallowed them; a party of staff have spent long hours at the PH school, working on the gardens which had become overgrown since the gardener was pruned by the authorities!

We fully intend to make these visits a regular part of the course, hoping that we can continue to break down barriers and remove the need for anyone to be "protected" in the sense of Ms. Pott's article.

W. E. JACKSON,
C. Shephers Close,
Bartley,
Southampton

Marxist jargon

Sir, - Thank you for printing my comments on Raymond Dunger's attack (June 26) on what he regards as the takeover of film and television studies by the sinister student. Unfortunately, your editorial (July 21) in the same issue as my reply managed to confuse the relationship between the BFI and the Society for Education in Film and Television. SEFT is in fact an organization independent of those involved in film and television education. We receive a grant-in-aid from the BFI, which comes to about 55 per cent of our income. The balance comes from subscriptions and the sales of our relentlessly theoretical publications which we distribute. The BFI has its own education department, and SEFT is not arm, leg nor (conveniently) head of that department.

I particularly enjoyed the fine display of metaphors you showed us in your brief glimpse into a socialist monochrome garden of social structuralist film study. Your best quotations showed in plain black and white what the Marxist jargon of that real observation and analysis you mention.

GEORGE FOSTER,
Chairperson,
SEFT,
29 Old Compton Street,
London W1.

Not entertainment

Sir, - The "No Comment" banner often makes amusing demands on one's credulity. But the extract from an information sheet about a vacancy for a deputy head (August 7), while hard to believe, is not noticeably entertaining.

It was, I suppose, the headmaster who took the view that "anyone worth his salt as a deputy ought to be able to cope" not only with the day-to-day running of the school, but with 20 periods a week of teaching English without being qualified to do so.

Presumably so versatile a deputy would leave the headmaster free to continue his arrogant ignorance and to continue his sabotaging of the school's curriculum.

V. H. MITTLINS,
Honorary Secretary,
The National Association for the Teaching of English,
108 Thornhill Road,
Edgerton, Huddersfield.

Shocking resistance to French language studies

Sir, - As a modern language teacher I am shocked to learn from the August 21 issue of the serious decline of Russian as a school subject and that French is declining even faster!

How can this be when our membership of the EEC ought to have greatly stimulated French studies? In the last 20 years or so the increasing use of audio-visual techniques has made language learning much easier and much more interesting. Yet the article showed that French is well on the way to becoming a dilute subject as Latin and perhaps ultimately as rarely studied as Greek. On the face of it the trend is incomprehensible.

I now realize why so many perfectly competent, enthusiastic and conscientious French teachers have in recent years been reduced to near-despair by receiving periodical "rockets" from worried but uncomprehending headmasters. I utterly reject the idea that subject teachers are in any way responsible for a decline

which is evidently nationwide.

If anyone is to blame it is the "trends" who have continually tampered with the curriculum, abolished hundreds of good grammar schools and turned GCE into a purely subject as opposed to a genuine certificate examination. Before 1951 candidates had to pass in a modern language as well as in certain other "core" subjects in order to gain a school leaving certificate.

Since then, the old stability has been further undermined and the general prescription is now "Fais ce que vouldras". Is it any wonder therefore that schoolchildren are taking the most undemanding options? It is perhaps time that we returned to the traditional idea that school is a place for all-out and all-round effort, not for experiments in social engineering. The universities could also help to stop the rot by making an O level pass in a modern language a requirement for entry to all their degree courses.

I happen to recall those pre-war post-war years when London University would not admit anyone to an arts degree course without an HSC or A level pass in Latin. This requirement was plainly excessive but the pendulum has swung too far in the other direction since those days.

There is evidence, however, that the decline in French studies has something to do with a change for the worse in our cultural climate. I say this because some of my colleagues in independent schools are encountering the same resistance to learning French. It can hardly have spread there from the state system, so one can only surmise that it is a symptom of a deep-rooted cultural malaise which is not unconnected with the general decline in literacy and numeracy. Modern materialism gives rise to the idea that there is no monetary advantage in being highly literate - as the abysmal standard of English in business correspondence

clearly shows. Numeracy has also been discouraged by the availability of pocket calculators. Reliance on the mass media to provide instant satisfaction may well have conditioned young people to feel reluctant to focus their minds on anything so arduous as learning a language. In this climate the idea of learning for learning's sake appears quite antiquated.

Whatever the causes, the present trend is ominous, for unless it can be reversed we shall become a nation of narrow-minded, ill-educated chauvinists. Perhaps the relaying of French television programmes on some of our unused channels would be the best therapeutic measure to apply in the short term. But it would need a cultural "supremo" of the stature of Jean Monet to coax the necessary funds out of the governments concerned.

E. R. ASHE,
52 Court Lane
Wolstanton, Staffs.

success in laying a charge of inefficiency and/or disaffection, before the governors, depended on the political and social associations of the teacher concerned. Even if that succeeded, the administration and the education committee were quick to prevent further progress.

Generalizations such as these cannot be excused by the small print or subsequent reservations.

Teachers who have rendered long and dedicated service to their schools far outweigh any black sheep. Hurtful attacks upon teachers from all these quarters, in general terms, are a poor recognition of the good work of the vast majority.

CLAUDE ROBINSON,
17 Park Drive,
Melton Park,
Newcastle-upon-Tyne.

Cases settled

Sir, - Since you found space recently to report complaints made about this school, I hope you will find space to report the outcome.

There were two separate incidents here just before the end of the summer term. A girl attacked another girl, and three boys, attacked another boy. In both cases the culprits were immediately dealt with in ways which the families of the children attacked agreed were appropriate to the offences. Both families authorize me to say that they regard the matter closed, and that the reports about the incidents which appeared in the local press were inaccurate and misleading.

M. G. HINTON,
Headmaster,
Broadoak School,
Broadoak Road,
Weston-Super-Mare,
Avon.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

STOCKPILER

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Stockpiler, the investment game for sixth formers is designed to encourage them to understand the Stock Market, without the risk of losing real money, and to help them develop analytical skills and the ability to work in groups for decision taking. It is sponsored by Williams & Glyn's Bank and organised by the British Junior Chamber.

The game is open to schools and sixth form colleges in England and Wales, Northern Ireland, the Channel Islands and Gibraltar. Over one thousand schools now enter annually. Prizes are donated by Williams & Glyn's Bank as follows:-

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2nd placed team will receive a cash prize of £300 for the school and small cash prizes and certificate for the team members.

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4th to 20th placed teams receive £50 for their schools and certificates for the team members.

Entry forms, which must be returned by 26th September 1981 are available from the organisers: BRIGHTON & HOVE JUNIOR CHAMBER, 11 Colwell Close, Haywards Heath, Sussex RH16 4HF.

STOCKPILER

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Talkback

No place like home?

Derek Rusk

In the weeks ahead thousands of students will pack their bags and take off to become part of a great confidence trick, which asserts that a higher education is something which must be undertaken away from home and friends.

In the name of academic necessity and social desirability young people will uproot themselves in pursuit of qualifications and a brighter future. Not only is such an uprooting often unnecessary, it involves high risks.

At a conservative estimate suicide rates in students are three times higher than the national rate for that age group. Published surveys show that two out of every hundred students will suffer a severe mental illness while at university, and at least another 10 per cent will suffer from "moderate" psychological disorders. More than 10 per cent of students are likely to drop out, there will be hundreds of unwanted pregnancies, and a high number of abortions.

And all this takes place in a strange city at an emotionally tense time in young people's lives. Isolation adds to the danger, and not only

isolation from home. The *Encyclopedia of Occupational Health and Safety*, issued by the International Labour Organization in Geneva, points out that "halls of residence are frequently located on the outskirts of towns or cities, so that the students are automatically segregated to some extent from the rest of the population."

The big question is, for what? It is argued in academic circles that the student needs to be in a closed community, stimulated by his teachers and fellow students, if they are to benefit fully from a higher education. This historical and romantic view of gowned figures arguing sedately in closed quadrangles has little to do with the realities of modern education.

The 30 polytechnics scattered throughout Britain offer many sandwich courses, the success of which depend on contacts with local industry. In colleges of higher education intending teachers spend a considerable time off the campus in schools learning their craft. The success of these courses largely depends on an ability to look outwards.

The universities are a little more abstract for even today, with the notable exception of medicine, they provide very little professional or vocational training at the undergraduate level. But the argument for

education away from home is still shown to be otiose, at least to the thousands of granities, housewives and others who have gained a degree from the Open University while studying in their living rooms. In an age where the declared aim is an education for all who want one, it is difficult to maintain the pseudo-elitist argument of universities who want to run a closed community. It is also becoming increasingly difficult to fund.

But perhaps the most plausible idea put forward to encourage the movement away from home is centred around a belief in independence. Three years in student accommodation is seen as a time journey towards adulthood, maturity and self-responsibility. Apart from regarding students as a special case, as opposed to trainee accountants, butchers or Civil Service clerks, this viewpoint is based on a radical misunderstanding of the nature of independence.

Independence is not a bed-sitting room in a university hall of residence. It is an attitude of mind that comes with integration of the personality. In most religious traditions independence is marked by marriage and the moving away from home to start a family of one's own.

Our modern interpretation of the word takes it to be a state of exist-

ence cut off from our roots - an ability to survive in alien territory. For the universities such a concept rests on the expensive and shaky support of a student health and counselling service which seeks to meet all emotional need with merely professional skills. In effect the university acts as a nanny offering advice in every area of living. That such a cushion is necessary is in itself disturbing; that it should be seen as progress is baffling.

True, there are some students for whom education while living at home would be a nightmare, but they are not the majority. And there are obviously many who do not live in university cities for whom it is a necessity.

But a university which attracts students from its own immediate locality should not feel apologetic. Even more important, students who wish to live at home should not need to feel on the defensive, or that they lack some essential quality of success in the modern world. The security with which he is familiar should allow the student to concentrate on his learning rather than on adapting to a new social organization which itself contributes little to the community in which it has its roots.

Derek Rusk is head of English, Ben-jamin Gon High School, Leeds



Gateway to a new life - but at what risk?

Blaming the child

Anne Meredith

The tissue of unacceptable assumptions which constitute Robert Laslett's article "Conducting with confidence" (*The TES*, July 24) are so objectionable as to warrant disposal. Likewise the professional arrogance that leads Mr Laslett to assume that teachers operate from the same mechanistic perspective as the behavioural psychologist needs debunking.

Firstly, what is maladjustment? Mr Laslett is conveniently vague on this problematic question, for perhaps it would not do to undermine the concept which forms the entire rationale for his article. Surely the term "maladjustment" is a normative term, like those of "subnormal", "disorders", "ill health", which denotes not only the exhibition of "disruptive behaviour" (or any other conditions deemed relevant) but also involves a judgment that the label "maladjustment" ought to be applied to the child who exhibits those conditions. Thus, if, as Mr Laslett notes, not all disruptive children are maladjusted, then the "some" who are must have been judged, at some point, to

deviate significantly from the norms. This, of course, pre-empted the question "What and whose norms?" for as concepts, neither maladjustment nor adjustment have any rational limits whereby they can be mapped out. Adjustment, for instance, might designate negative characteristics such as the lack of bewildering behaviour or might be concerned with positive personal preferences. In other words, the adjusted child may be the one who does as the teacher wants. Hence there are considerable philosophical problems about deciding what maladjustment is and who is maladjusted before we ever reach the question of appropriate treatment.

However, it is at this point that the nature of our debt to the psychologist becomes apparent. In the specifications of maladjustment the psychologist has benevolently decided the salient standards for us. Thus, the child deviating from the way in which the psychologist thinks he should behave becomes a candidate for behavioural modification.

I do not wish to deny the presence of aggressive, disruptive, withdrawn, suicidal children in the classroom, but surely in seeking explanation for such behaviour teachers should look to their own teaching methods, personality, prejudices and their entire

institutional context before putting the whole onus on the individual child as Mr Laslett does.

How does behaviour modification distinguish between blatantly immoral behaviour and that which only infringes the teacher's personal and subjective preferences? If, as I suspect, no distinctions are possible then the educational inadequacies of behaviour modification are glaring. Morality, properly a concern of education, becomes confused with teacher self-so, and the modified child would seem to have little chance of abstracting the distinctive characteristics of either. Reason, autonomy and understanding, the cornerstones of educational objectives, go out to the window. It is not a case of behaviour modification being one approach among others, but rather, of being an entirely inappropriate strategy for teachers.

In seeing themselves "not as psychometrists only but also as active advisors and supportive figures for staffs" the psychological fraternity are obviously continuing to consolidate their position as the aristocracy of the mind. The judgment that a child is maladjusted seems inextricably bound to the psychologist's feeling that education ought to be done, that the behaviour in question ought to be modified from condition A to condition B on the

grounds that B is better or best. The unacceptable face of this is the fact that questions of what ought to be and what is best are value judgments and require no technical expertise or specialist knowledge. Nothing is "good" because the psychologist, having elevated himself to a position of authority, tells us so.

Certainly Mr Laslett does not suggest that teachers are forced to accept the modifier's counsel, but rather in explaining behaviour modification's popularity, assumes that teachers share the modifier's mechanistic view of mankind. We are told that behaviour modification is popular with teachers because it uses disciplines familiar to teachers, alters children's behaviour, can be learned easily and quickly, can be applied over a range of problems, is instantly effective and so on. . . . How many thinking teachers decide upon a course of action using criteria of ease and familiarity to themselves? Furthermore, the general solution to a wide range of problems would seem to be inherently distasteful to teachers holding child-centred, individualistic philosophies.

When Mr Laslett notes that behaviour modification is "concerned with the alteration of children's behaviour" he appears to be suggesting that it is a form of learning. It is a pity that the "conditioned" nature of

this learning and its educational implications are not spelled out. In addition, whilst teaching necessarily implies learning, the converse certainly does not apply and once again the irrelevance of behaviour modification to teaching becomes obvious.

Finally, Mr Laslett indicates the scientific-mechanistic model of man which underlies the behaviourist perspective when he notes that the effectiveness of behaviour modification can be quantified. Quantified results do not constitute an argument that such treatment ought to be practised. Indeed such thinking reduces man to an object to be acted upon in order to obtain a predicted and measurable response, and affords no room to any concept of man as a conscious thinking being.

In conclusion then, Mr Laslett's assumption that teachers are ready to forsake their ideals in favour of electing the type of pragmatism offered by behaviour modification says more about psychologists than teachers. Behaviour modification can never be an appropriate approach for teachers concerned with education and it certainly cannot be justified by reference to such subjective and disputable concepts as maladjustment.

Anne Meredith is a newly qualified teacher.

Shared knowledge

Pamela Lomax

We set out to examine teachers' perceptions of the way in which they shared knowledge with colleagues, and colleagues shared knowledge with them. We asked 354 teachers to consider six different ways of sharing INSET knowledge in school and to comment on the frequency with which they saw themselves or their colleagues using these methods.

The six ways of sharing knowledge were listed as: a. at a special meeting of the whole staff; b. in a meeting of a group of interested staff; c. in a written report; d. by talking course materials available to others; e. in informal discussion; and f. through personal example.

The most popular way of sharing INSET were the least formal and bureaucratic, but also the least visible and accountable. Informal discussion was by far the most popular form of knowledge dissemination for both self and others, with over a third of teachers admitting experi-

ence of this method than other methods.

Next in popularity for both self and others came personal example and sharing materials. All three of the most popular methods were seen as popular for both self and others, but they also accounted for the greatest discrepancy between what they saw themselves doing and what they saw colleagues doing.

The most controversial methods were those involving example or sharing materials. Whereas 50 per cent of teachers saw themselves frequently sharing knowledge through example, only 25 per cent of teachers admitted to frequently making materials available to others, only 27 per cent were aware of receiving them.

Apparently the more personal and invisible the form of INSET dissemination used, the more optimistic teachers became in their ability to share knowledge with others. Unfortunately, this view did not appear to be shared by colleagues on the receiving end.

The most visible and enduring method of dissemination, and the least popular, was the written report. Few teachers admitted that they

either used or saw colleagues use this form of dissemination. The next two most visible forms of dissemination, a meeting of the whole staff and a meeting of a group of staff, were ranked fifth and fourth respectively in popularity.

The least popular methods of dissemination also shared the characteristic of being the three methods of sharing on which there was greatest consensus between what teachers saw themselves doing and what they saw colleagues doing.

Not surprisingly, given the smaller number of staff involved, the staff meeting was much more popular with primary teachers than with the other two groups. This was true both where the teachers disseminated information themselves and where they found out what others had been doing.

Teachers in secondary and further education establishments favoured meetings of groups of interested staff rather than staff meetings. This may be explained by the departmental structure of the larger schools. However, meetings of groups of interested staff were almost as popular in primary schools as were staff meetings.

Report writing was not seen as a much more common form of dissemination in both secondary and further education. It was also seen as an activity that teachers engaged upon, rather than something that colleagues did. This suggests that many written accounts of INSET experience get lost in the secondary schools and colleges or perhaps are sent to only a very small audience.

There was little difference between the three sectors in the incidence of sharing by personal example or through informal discussion. Making materials available was a popular method in all three sectors, increasing in popularity with the age of the pupils taught.

However, whereas in the primary sector little difference was seen in the incidence of supplying and receiving materials, in the secondary and further education fields teachers

felt that they supplied considerably more often than they received. Again, this suggests that the difference could be related to the size of the school.

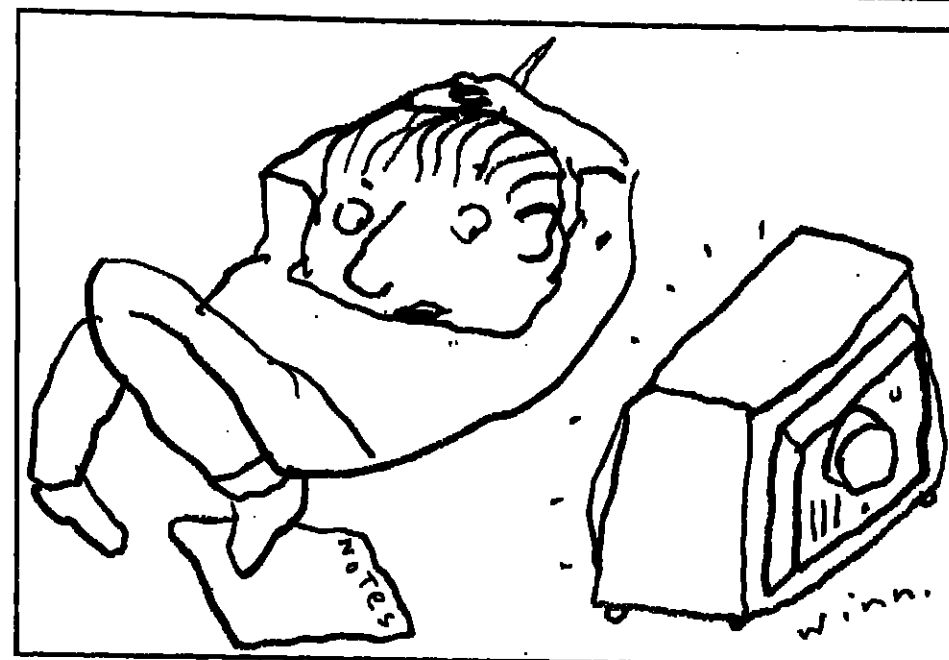
Small schools with less diversified curricula are more likely to find the INSET experiences of their members to be of general interest and more easily shared. They are also likely to have fewer administrative difficulties in bringing the whole staff together.

Larger schools are subject to greater administrative complexity, and greater specialization means that INSET experiences are of less general interest. In larger schools INSET experience is often only relevant to a small group of teachers - thus secondary and further education teachers' view that they did more sharing than their colleagues.

Finally, the clear relationship between low accountability and high sharing, and the greater discrepancy between teachers' claims to share and colleagues' perceptions of sharing, suggest that some teachers are a little too optimistic in their views of themselves as disseminators of INSET experience.

Pamela Lomax is a member of the Kinpop/INSET project team, Kingston Polytechnic.

The tyranny of trivia



Children are among the most unrelenting watchers of television, much of which they consider trivial or boring. Last week Lady Plowden asked primary teachers how they might use this low-level viewing more constructively. Here, Graham Wade describes what children at one school like and loathe

To find out what children think of the television programmes they watch, I visited Copenhagen Primary School, just north of King's Cross station in London. The school is housed in a Victorian building surrounded by council houses and flats built since the 1930s. The pupils are drawn from a working-class, multi-racial community just off the Caledonian Road. The children I spoken to were chosen at random.

We began by discussing television in small groups and proceeded to individual interviews. The point which stands out is the sheer amount of time spent by most children in front of that small, flickering screen. Nearly all of them watched for at least 30 hours a week, and some well over this figure.

If these consumption rates are representative - and there is nothing to suggest otherwise - then the average child now spends substantially more time glued to the tube than at school. Children now form a significant proportion of virtually any television audience.

I have selected some representative interviews from those I had with the children in the school.

Irrving Bradshaw, aged 10

Irrving usually gets home from school at 4pm and immediately settles down to watch television. "Mostly, it stays on for the rest of the night," he says. During the week he goes to bed about 11pm and at weekends as late as 1am. The bulk of his leisure time is spent watching the small screen.

His average weekly consumption exceeds 40 hours, which he reckons "is all right for a child".

A lot of his viewing is done in the company of his brother, sisters and dad. His mum gets him to watch as she is often working in the kitchen. He reckons that his viewing habits are consistent all the year round, although he watches more day-time television during the school holidays.

His favourite programmes are horror films. Asked to confine his choice to programmes particularly aimed at children, he isolates *Blue Peter* (BBC) especially because of its competitions. He's entered a couple of these, and although he's never won one, the programme staff did write to him acknowledging his entries and also enclosing some badges. He liked the sense of contact.

One of the shows he likes least is *Tiswas* (ITV). "I find it boring. It doesn't have very many cartoons on it, and they talk a lot. *Multi-coloured Swap Shop* (BBC) is much better. They don't talk as much," he observes. He also likes *Thunderbirds* (ITV) which features a lot of futuristic space adventures - a genre that has been around for many years. "I don't like home advertisements. He thinks these are stupid. I like children 'are for people' and at Christmas time to make you buy things for other people." He quite likes *John Craven's Newsworld* (BBC) and *News at Ten* (ITV) because "it shows you more interesting things - like people sleeping on a bed of nails". He prefers watching television to reading books or going out.

Ruth Kinnear, aged 11

Ruth doesn't always switch on the television when she gets home from school. She usually watches until 9pm during the week and sometimes after midnight at weekends. If she's not watching television she mostly plays with her toys. The programme she likes best are "cartoons and children's comedy things".

Her favourite is *Tom and Jerry* (BBC). She also likes *Anna and the King* (ITV) which she describes as "kung-fu Chinese adventures". *Yellow* draws strong criticism from her. "It's stupid. They've got all of these buckets full of water and they throw them over people in a cage. They do things with children - but I prefer stories."

She also expressed a general liking for

Although she likes watching many programmes aimed at adult/family audiences, Ruth says she prefers those made particularly for children. Another of her regular favourites is *John Craven's Newsworld* (BBC) because "they find out what is happening in the world". She thinks that the adult news "has more about accidents in it, but the children's news is more about people around the world." Asked whether she could put up with no television, she laughs and says: "No, I have to watch telly, because it's my favourite."

John Gomez, aged 11

John is a very committed viewer. He admits: "If it's a bad programme on one side I switch it over - and if it's bad on the other side I just sit down and watch it. Even if there are three bad programmes on I'll still look at one of them."

During the week he mostly goes to bed at 10.30pm, "but if there's something good on after *News at Ten*, I'll watch it." At weekends he sometimes stays up for the late-night film. On Sundays he plays *Space Invaders* on the television because "there are boring programmes - all the hymns, *Songs of Praise* and all that."

He likes *Thunderbirds* (ITV) a lot, but says he prefers adult programmes on the whole. "Some of the children's programmes are good, but the grown-ups' ones are better, like *Starkey and Hutch* (BBC) because it's on later," he observes.

He is not a fan of *Tiswas* (ITV) or *Multi-coloured Swap Shop* (BBC). "With *Tiswas* all you see is custard pies flying everywhere and there's nothing on *Multi-coloured Swap Shop*. *Blue Peter* (BBC) is better, because they go round places, down tunnels and that kind of thing. It's more exciting."

John reckons he could last without television "for about three weeks, and then I'd die." He doesn't think that he watches too much television, and would like to see more science fiction programmes set in the future.

Sharon Robinson, aged 11

When Sharon arrives home from school she usually finds the television already switched on. During the week she views up until 10pm and on some evenings she goes out to play. On average she spends over 30 hours a week in front of the television.

Her favourite children's programme is *Blue Peter* (BBC). "It's interesting and you can understand what they say - they don't mumble, and they don't use hard words that you can't understand. They go out and about and they tell you things about places. They also show you how to make things." Her sympathy for *Blue Peter* does not extend to its offspring, *Blue Peter Special Assignment* (BBC), which she finds "goes on and on and is boring."

She also expressed a general liking for

schools programmes. She doesn't like *Jackanory* (BBC) or *Play School* (BBC) and regards *Tiswas* (ITV) as "stupid" because they just throw things at each other in it. However, she does like *Multi-coloured Swap Shop* (BBC). She enjoys its quizzes and the special guests they have on.

Children Of Fire Mountain (BBC), a series made by New Zealand television, had also captured Sharon's imagination. She liked it in particular because it was about children "and not adults for a change." *Grange Hill* (BBC) is another of her favourites because it reflects real children's lives.

Like many other children she believes that the programmes for adults are generally better than those for children. Her all-time favourite is *Coronation Street* (ITV) because of its blend of reality and comedy.

She doesn't think that television is bad for children "although it might get a few ideas into your head - a programme which was all about children fighting might give you ideas about doing it yourself." She couldn't think of any bad ideas she had got from television.

Simon Robbins, aged 7

Simon's favourite programme is *Chips* (ITV), an imported series from the US which follows the lives of two motorcycle cops who "chase the robbers." He also likes *Grange Hill* (BBC) - "they're in school and they muck about, looking in the teacher's desk and nicking money" - and *Dick Turpin's Greatest Adventures* (ITV), in which "a man nicked his horse and he ran after him to get it back."

Among his other favourites are *The Incredible Hulk* (ITV), *Tom and Jerry* (BBC) and *Little House on the Prairie* (ITV). He doesn't like *John Craven's Newsworld* or *Blue Peter* because "they're no good, they just keep on talking." He's not very keen on the news either, "because they only talk about dying."

During the week he watches television until 9pm and at weekends until 10pm.

Sarah Pittman, aged 7

Sarah watches quite a lot of television, usually going to bed at 10pm. Her favourite programme is *Held* (BBC). "It's about a girl and her friend Clara who has come to stay with her. Clara has to go back, but doesn't want to. Then Peter the sheep boy pushes the wheelchair down so now Clara can walk. I like it because it's about little girls."

Sarah adds: "I usually write things down about *Held* on a piece of paper when it's on. When I've finished I put it back in my drawer." Asked whether she does this because her mum or someone else asked her to, she replies: "No. I write it down to remember the story when the programme's not on the telly any more." She says she doesn't make notes on any other programmes.

She also likes *Play School* (BBC) and *The All New Popeye Show* (BBC). To illustrate the Popeye cartoon she sings: "Popeye the sailor man/Who lived in a caravan/When he was swimming/He kissed all the women/Popeye the sailor man - boom, boom." *The Muppet Show* is another of her favourites, particularly Kermit the frog.

She doesn't like news programmes - "people being dead and crashes" - or one aspect of *Blue Peter* (BBC). She elaborates: "That girl Sarah on *Blue Peter*, she acts flash and goes like that" - she puts her hand on her hips and slinks around like a model. But she does like Goldie the dog and her puppies.

On Saturdays, Sarah says: "I cuddle my mum and dad and we watch TV." If her parents want to watch something which she doesn't then "I just go upstairs to my other telly in my own room and watch in black and white - I don't mind because at least I'm watching the programme I want to."

Shelley Miah, aged 11

Shelley watches quite a lot of television but says: "Sometimes I turn it off if it's no good." The set is usually already switched on when she comes home from school. Her favourite programmes are cartoons, with *Tom and Jerry* (BBC) inevitably her top choice. She and her brother and sister all like cartoons because they make them laugh.

She also likes *Grange Hill* (BBC) and *Take Hari* (BBC), but she's not so keen on *John Craven's Newsworld* (BBC), *Record Breakers* (BBC) or *Blue Peter* (BBC) - "because it doesn't make you laugh." She doesn't have a word in her vocabulary for advertisements; however, she does understand what they are. She says: "Sometimes I ask my mum to get me something I've seen on telly and she says 'Where do I get the money from then?' I say I don't know."

Shelley would like to see longer programmes on television, so that serials like *Children Of Fire Mountain* (BBC) could be shown all at once. She occasionally sees films from India on video cassette, which sometimes run for three or even four hours, and thinks that children's programmes should last as long.

She says: "I prefer video because you can see what you want to see, but with television you have to see what they put on."

Kelth Duffy, aged 11

Kelth's television set is always switched on and he often views as late as 11pm during the week and later at weekends. He says he prefers adult programmes to children's, particularly feature films about war. His favourite children's programme is *Little House on the Prairie* (ITV) which "is about a family who live in a sort of cottage on a kind of farm in America. They generally go into the town to buy food and sweets. There are three children."

He describes *Blue Peter* (BBC) as "a very intelligent programme, so you can learn things from it. It tells you where to go if you're on holiday. I watch it all the time."

Kelth also likes watching *John Craven's Newsworld* (BBC) and the ordinary news. He explains: "It tells you that some things have happened - that the Pope's in hospital and the cardinal was buried yesterday and that people got medals from the Queen. It tells you that things are getting better or worse."

On the whole he prefers BBC to ITV programmes. He would like to appear in a programme like *Blue Peter* or *Grange Hill* (BBC). He once wanted to buy an American bike he saw advertised on television, but it cost £56 and he didn't get it. "They should show you things that you can afford," he comments.

If he wasn't allowed to see any more television he would speak round to his friend's to see it. He believes television is the best thing in his life.

Marriage of convenience

Teachers and social workers have long recognised the need for closer co-operation, but it has often been hard to achieve. Margaret Prosser reports on a scheme that is forcing them to work with each other. Photographs by Pete Addis

Adolescents at 10 London comprehensives have an on-the-spot social worker to help them with problems ranging from exam stress to family conflict - as a result of a partnership between the education and social services department which has won acclaim from head-teachers.

Full-time social workers are now based in 10 of the 14 secondaries in Haringey, a north London borough which exhibits many of the difficulties of inner city deprivation.

The school-based social worker scheme was financed and largely set up by the borough's social services department seven years ago. But it followed a joint initiative with the education department after both began to despair of achieving the kind of cooperation they knew was essential.

"There was general frustration in the schools over not knowing whether to contact social services, education welfare, child guidance or any of the other agencies when problems arose," says Roy Bohrer, an area social services officer and the coordinator of the scheme. "There had been many instances of teachers not knowing that children were in care or on supervision orders."

And Alexander Nixon, head of Alexandra Park school and an enthusiastic supporter of the scheme, says: "I see it as the only means of compelling education and social services to work together. So often the educational difficulties have a root cause in the home and vice versa."

At the start only the problems were easy to foresee. How would education welfare officers and even pastoral care staff react, for example, towards what might be seen as a clear

trespass? How would teachers accept the confidentiality basic to social work practice and which could lead to them being refused access to information which the social worker enjoyed? In turn could social workers accept that in schools social work must be a secondary activity?

There was little experience to draw on. Although other local authorities were moving gradually in the same direction, attempts at establishing social work help in schools were piecemeal, and ranged from the LEA's scheme for training educational welfare officers in social work to Coventry's three-year urban aided project which placed social workers in two primary schools. As it turned out, the initial fears were largely groundless.

Kate Bond, one of the earlier school based social workers to be appointed, had been a teacher before qualifying as a social worker. Her first job was to work out with her colleagues their own job description. And one of the decisions made then - that the social workers should continue their statutory work of taking on care and supervision orders - has proved a strength of the scheme.

"It means we're often involved with kids at an earlier age and stage and we're able to see their cases right through to the final conclusion," she explained. "That continuity is especially valuable at times of crisis and family upset."

Kate carries a regular caseload of about 30 but will meet many more children on top of that. Initially she and her colleagues found almost every crisis thrown in their direction, but as the scheme became established and social workers evolved the individual practice

appropriate to the school they served, selection over where problems should be directed - to the social worker, to the education welfare officer, or elsewhere - began to operate easily and naturally.

At Wood Green school, Kate shares a small office with the education welfare officer whose work is based largely on school attendance, while Kate covers a much wider spectrum.

Referrals come from a variety of sources: class teachers, parents, medical authorities, social services area offices or other outside agencies, or even the child itself. And the problems dealt with are no less easy for being standard adolescent fare. They include exam stress; depression; relationships with parents, teachers and peers, family break-ups and cultural conflict within families where particularly Asian and Cypriot girls see parents' expectations as restrictive and unrealistic; bullying; children in trouble with the police; and schoolgirl pregnancies. In practical terms Kate can find herself collecting and taking to school an anxious new pupil at 9.00 am and accompanying a hardened adolescent to a court appearance one hour later.

In addition, she will see large numbers of children through her group work within the school. Groups are set up wherever a need is identified and range from six-week sessions aimed at trying to prevent timid children from small primaries from worrying about how they will fit in at a large comprehensive, to school leavers' groups where everything from leaving home to filling in job applications is covered.

There is also an involvement in the curriculum, for Kate leads a multi-cultural studies group within the staffroom and helps to design social studies courses.

The group work is sound evidence of the way in which school based social work has become increasingly concerned with prevention and not simply crisis intervention. More evidence comes too from the detailed preparatory work for each new intake at Wood Green. By the time the new pupils arrive, Kate will have met them all, and the class teachers they have left, during visits with the year head to each of the primaries that serve the school.

Don Fiddick, head teacher at Wood Green, describes Kate's work as "a very great help to the school. She is accepted by the children and teachers and treated as one of the staff."

Kate spends most of her time on school premises, but says firmly: "I don't want the children to see me as a teacher. I like them to call me 'Kate'. Obviously I do have to wear an authority hat in some situations. I have also to be friend and counsellor. There's nothing difficult about that - teachers and parents have to do it all the time."

Kate and the other school-based social workers remain part of an area social services team. At communications between education and social services was the *raison d'être* for the scheme: it appeared essential from the beginning that social workers should have a role in each department.

"Being part of a social services area team keeps the school-based social workers in the mainstream of social work practice, and provides supervision and support," Roy Bohrer says.

What this scheme has certainly done is to break down the stereotyped images which had of social workers and social workers. There is now an immense mutual confidence and trust.

Mr Nixon puts it this way: "At Alexandra Park we claim to know our youngsters but it's not the same as knowing the children in its family. As teachers we are reluctant to intrude into the home where a parent may not want to share difficulties because of fear."

But a valuable informal way our social workers give us as teachers both an insight into families and into the strengths of our children, families and staff have all gained."

Mr Hatterley, head of Creighton school, agrees. Creighton's social worker left this April and the post was frozen by Haringey as part of the local spending cuts.

"The one thing is that the work had been outstandingly good. Everything I have seen confirms that the scheme is a very, very wise decision," she says. "We've made the strongest case as a priority appointment and that is accepted by the council."

The scheme is also now being urged by primary school heads in the borough. It is a measure of the scheme's success that they are so anxious to see it extended to their own schools.

Knicker, bocker, lolli, popper, om, pom, push

Any amount of television watching has not made children forget traditional playground rhymes and games.

Andy Sluckin has found that they survive with only minor modifications

Almost a century ago Flora Thompson lamented that the games and rhymes of her childhood during the 1880s in the hamlet of Lark Rise would quickly disappear as life styles changed.

"Of all the generations that had played the game, that of the eighties was to be the last. Already those children had one foot in the national school and one on the village green. Their children and grandchildren would have left the village green behind them; new and as yet undreamed of pleasures and excitements would be theirs. In 10 years time, the games would be neglected and in 20 forgotten. But all through the eighties the games went on and seemed to the children themselves and to onlookers part of a life that always had been and always would be."

And so it has remained, each generation of adults fearing the imminent extinction of the oral traditions of their childhood.

My own observations in the playgrounds of an Oxford First and Middle School, not 20 miles from Lark Rise (a pen name for Juniper Hill on the Oxfordshire/Northants border), revealed the continuing existence of a world immensely rich in folklore. Although the teachers knew of Iona and Peter Opie's books *The Lore and Language of Schoolchildren* and *Children's Games in Street and Playground* they were sceptical that this culture that the Opies had described in the 1950s and 1960s had survived into the late 1970s.

Perhaps the most amazing feat of oral transmission over the generations is the extent to which gibberish has remained intact. Eight-year-old Clare told me the following rhyme that she learnt from her grandmother.

Ar, ar, chickerah,
ronsey, poney,
pom, pom, pinney,
harl, garl, gasha,
Chinese sea.

Compare it to the following two rhymes that the Opies trace back to the turn of the century.

Ra, ra; chuckere, chuckere,
ony, pony,
n'ging, n'ging, na,
addy, caddy, vestee,
anty, poo,
chutipan, chutipan,
China, chu

(Fraserburgh 1891)

Rye, chy, chookereye, chookereye,
choo, choo, rones, ponne,
icky, picky, nigh,
caddy, paddy, vester,
canlee, poo,
itty pau, jitty pau,
Chinese Jew

(Pennsylvania 1897)

The Opies recorded over a thousand gibberish counting out rhymes, but it is "eeny, meeny, macka, tacka..." that reigns supreme in British playgrounds. This is the version that I heard:

I went to a Chinese restaurant
to buy a loaf of bread.
They wrapped it up in a five pound note
and this is what they said:
"My name is
eeny, meeny, macka, tacka,
ar, I, domma, knacker,
knicker, bocker, lolli, popper,
om, pom, push."

The rhyme has been updated since the Opies' generation. The loaf of bread is now

days more sensibly purchased at a Chinese restaurant rather than at a Chinese laundry, but alas it is wrapped up in a five pound note instead of a tablecloth. A change has also crept into the old standby, "eeny, meeny, miney, mo..." The word "nigger" has fallen into disrepute and been dropped from the line "catch a nigger by the toe". "Nigger" has given way to "knicker" and with it has arisen a new variation of the rhyme, "lost my knickers in the snow, if you find them, let us know".

This world of countless games, rhymes and songs is quite different both from the nursery school and from play sessions at home. For many newly fledged five-year-olds it is a frightening place. One school that I visited had marked out an area in the playground from where these little ones could watch in safety: older children were forbidden to enter their sanctuary.

It is only during their second year at school when they approach seven that they really become full participants in this culture. It is then that they go beyond the simplest games of catch and "off-ground-tig" to more complex versions such as "budge", "hospital tig", "TV tig", "bogey-tig", "chain-he", "British Bulldog", "Mother May I?", "Grandmother's foot-steps", "Jack, Jack, may we cross the water?" to name but a few. When choosing roles, they start to count using rhymes, rather than simply going along with, "You be it" or volunteering themselves, "I'll be Batman".

Likewise, ritual words become a part of everyday life. "Bagsee" is used to gain possession "bagsee mine", to claim precedence "bagsee me first", to avoid a role "bagsee me not it" or to state extra rules in a game "bagsee no following". Another piece of ritual is crossing the fingers and saying "crucems". This enables a child to opt out of a game for a moment to "do up a shoe-lace" or "go to the toilet".

How do you join in a game at playtime? The children told me the rules. Firstly, you must ask, "Whose game is it?" in order to find out who is the "boss". This is the child who "started the game" and holds sole powers to "choose the players and chuck out those who misbehave". It is to him or her that the request, "Can I play?" must be directed.

There are penalties for failing to follow the rules. Nine-year-old John told me, "If they say 'I'm playing' not 'Can I play?', then I swear at them and tell them to go away". But correctly posing the question does not guarantee entry. The boss may exclude by merely saying "No" or "No, I'm sorry". "See you", "Get lost" or worse. But quite often children reveal their reasons for exclusion. "You're not my friend", "Boys can't play", "We're in the middle of a game", "The group's too big". Eight-year-old Pete told me about another strategy. "I say, 'You can't play, and if you join in, I'll tell Miss that someone's interfering with our game'."

What can the excluded child do? Many children just accept the rejection and go away, or start up their own game. Others try to reverse the decision. They might keep on saying "please", "ask someone who's playing to persuade the boss", offer sweets as a bribe, or even threaten that "next time it's my game, I won't let you play".

Few children habitually resort to violence to gain entry. Nick was one, but this tactic brought him little success. For instance, when he kicked a football player who would not let him play, the boy retorted, "Now you're certainly not playing!"

Why are some children destined as playmates and not others? As the dinner-ladies put it: "They play with them for a little while, but then they get tired of them and they're back

on their own again... Well we can't really do anything about it, because if there's children who won't play with them, you can't force them to play."

The problem has its roots way back in the family relationships. Research in France suggests that even as early as towards the end of the first year, it is possible to pick out those children who are attractive in the way they interact with their peers and those who most definitely are not.

Hubert Montagner has observed that some children in the crèche greet their friends when they arrive in the morning and rush to console them should they burst into tears. Even in conflicts these leaders, as he calls them, do not retaliate violently, and so manage to avoid further aggression. If they themselves make a threat, he reports that they wait for a reply before hitting out and are only as aggressive as is strictly necessary to obtain the desired goal. All this causes others to approach and imitate them and they are frequently offered objects.

Other children in the crèche are rarely friendly and frequently aggressive without there being any obvious cause. Sometimes their aggression alternates with isolation and, if friendly sequences are likely to be interrupted without any clear reason why. These are the ones who later on in the nursery school and in the first school playground are likely to barge into games and become violent when excluded, rather than doing something that would attract members of a group to them, such as starting up their own game or finding a new use for an object lying about on the ground.

Despite the fact that their difficulties arise within the home, teachers who spend time observing exactly how they behave towards peers and adults will undoubtedly gain a better understanding of the special needs and frustrations that difficult children bring from home and which only too often lead to unprovoked hostility or withdrawal. Nursery school teachers in particular are in a position to structure the children's play activities so that they, like their better adjusted peers, begin to experiment with new games, new roles, new situations and new ways out of difficulties. It is not just a matter of teaching them new tactics.

Watching children at play in nursery and primary schools reveals quite different worlds, but the children's difficulties are likely to remain much the same. The first school playground is important because it brings the opportunity to belong to a culture where the methods of social management are much the same as in adult life. It is a world of rules and rituals where surprisingly little has changed over the years.

According to the Opies, the day to day running of playtime involves "affidavits, promissory notes, claims, deeds of conveyance, receipts and notices of resignation, all of which are verbal and all sealed by the utterance of ancient words which are recognised and considered binding by the whole community". The playground experience is a preparation for adult social roles. Exactly what each child gains there will depend on what he or she has experienced at home, for it is this that crucially affects the ability to profit from the opportunities that arise at playtime.

Andy Sluckin teaches in the department of psychology, University of Edinburgh. This article is based on his book *Growing Up in the Playground: The Social Development of Children*, published yesterday by Routledge and Kegan Paul (£9.50).



Kate Bond builds up relationships with pupils at Wood Green School through home visits as well as more casual encounters at school

Photographs by Pete Addis



Style in the 1980s

The lessons of history

E. J. Hobsbawm on the spread of industrialization – and on its political consequences

Peaceful Conquest: The Industrialization of Europe 1760-1970, by Sidney Pollard.
Oxford University Press £17.50 and £7.95

Sidney Pollard is a historian who has never quite had his due in Britain, though other countries have been more willing to recognize his merits. (He now occupies a Chair in West Germany.) He has written much, ranging from monographs to textbooks and general syntheses, always with sharp intelligence, balance and impressive learning, more often than not as a pioneer – for instance of the history of regional working classes and of industrial management. He has been much referred to, much read – his book on the twentieth century British economy has been a sheet-anchor to many a candidate – but without ever quite becoming a household name, except among British labour historians, over whose society he has presided. The sheer density of data in his books, the complexity of their topics, a tendency to present his arguments in a low key, and a style of writing which, if clear, is also notably undramatic, have probably not helped him. For this reason a reviewer should restate the obvious, namely that Pollard is an important historian.

The basic proposition of his latest and most ambitious book is quite simple. The economic history of European industrialization has been written essentially in terms of nineteenth century states, and therefore largely as an assembly of national economic histories: and of their interaction. Yet this is misleading in two ways. First, it does not give the historian scope for treating European industrialization as a whole. It was plainly diffused outward from a single centre – Britain, tended towards a single integrated "European economy" until the 1870s, though from then on until 1945 this single economy slowly disintegrated, being re-integrated after World War II into two marginally interconnected European "This periodization serves to structure *Peaceful Conquest*". However, the national perspective also obscures the evident fact of uneven development within each state. Europe, and indeed the world, is a patchwork quilt of areas within and overlapping state frontiers, which are the real units of economic development or non-development. European industrialization was essentially regional, and must be treated as such.

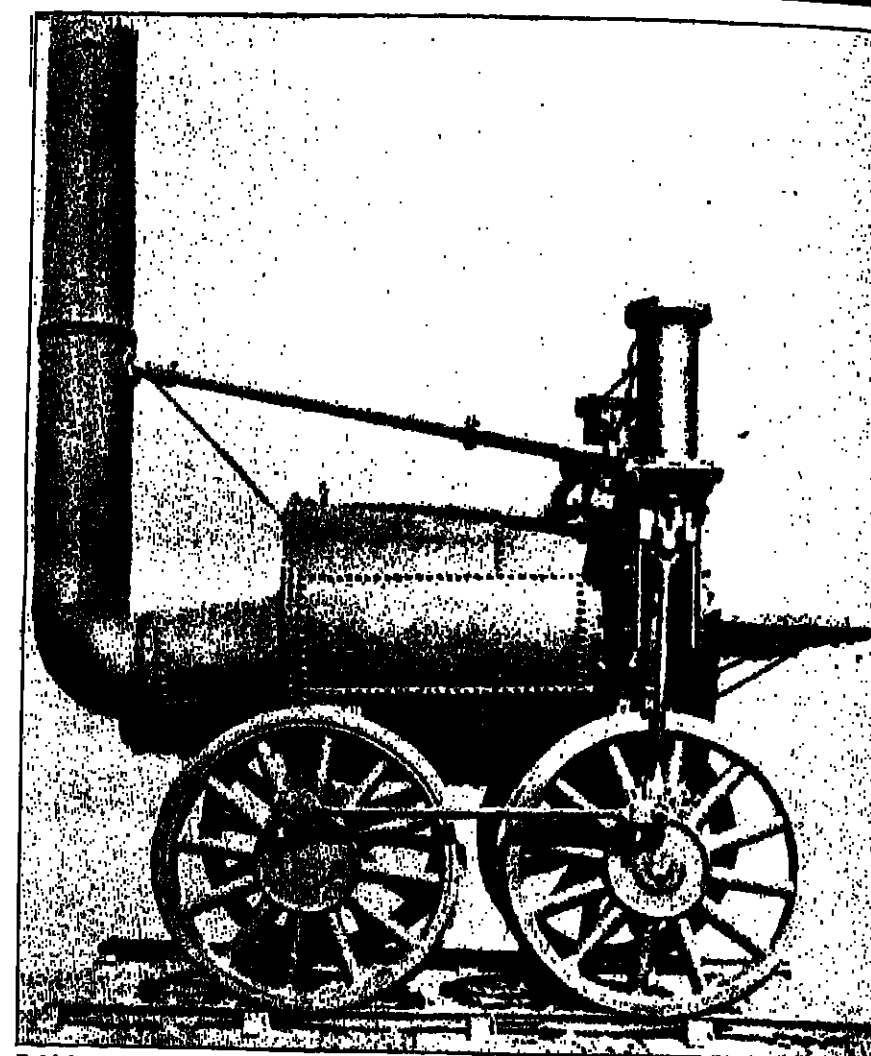
Neither of these observations is new in itself, but neither has been systematically pursued. A current historical school, for which Pollard lacks enthusiasm, stresses the evolution of a single "world economy" in which a "core" of developed capitalist states exploits and dominates a dependent "periphery" of underdeveloped countries, but shows less interest in the specific modern development of our pecu-

lar continent. Governments and the EEC have awoken to the problems of regional disparities, but economic historians have until recently paid relatively little attention to them, except within national boundaries. Or else they have been taken for granted. This is understandable, inasmuch as the basic statistics are, with some exceptions, those collected within state frontiers. Thus, while we know much about the foreign trade of Britain, we know very little about the corresponding transactions of, say, Lancashire with the rest of Europe.

Much as the decision to take air photographs at an angle rather than vertically made visible to archaeologists things they could not previously see, so Pollard's angle of vision illuminates a good deal of European economic history. For one thing, it eliminates certain familiar errors. If, as he points out, Belgium remained part of France or the United Netherlands (and it was both between the 1790s and 1830) we should not now think of it as the earliest industrialized country in nineteenth century Europe after Britain, but (like the adjoining departments of France which belong to the same region) as a dynamic patch within an economy of fairly slow growth. In short "Frontiers impose a grid on this pattern of living economic organs; a grid that might change with wars, conquests and treaties, but still had relatively little influence on economic growth."

On the other hand, to see industrialization as a process of general diffusion throughout the continent, is to recognize certain features about it which are often neglected. Thus within "Inner Europe" – the archipelago of regions in parts of western and central Europe ready to take up the British industrial revolution – what was initially transferred was British technology as a whole. "There was no adaptation. The steam engine, spinning mules, blast-furnaces or railway systems installed in the Continent were exactly like the British ones," even though they had been designed for particular British conditions which were unlike continental ones. Until the late nineteenth century no alternatives were developed, in a sense the key theme of Pollard's book, is precisely this: what happens "when the same historical phenomenon reaches more or less simultaneous economies which are themselves at very different stages of their development."

On these simple themes Pollard has built a complex and elaborate analysis, which cannot be adequately summarized in a review. It will probably be more useful to those who already know something about the history and problems of industrialization than to newcomers to the subject, though the book contains a number of lucid and concise pocket surveys of important topics such as the British Industrial Revolution, European railway construction



British technology . . .

and the peasant problems of Eastern Europe. It will be enormously useful to anyone – i.e. to most of us – who have read only a fraction of the author's multilingual 50-page bibliography. But the essential object of the book is not to provide shortcuts to unfamiliar information, but to appraise and revise the mass of conflicting theories about the process of industrialization, accumulated by historians and economists. Since both the subject and the literature are vast and ramified, so is Pollard's new look at both.

Much of what he says is convincing, and all of it is worth serious consideration. However, two aspects of the argument raise some doubts.

The first is a certain haziness about his basic concepts, "Europe" and "the region". The Europe which is his subject is essentially a historical rather than an economic unit. It is not the "core region" of global capitalist industrialization, for this would certainly have to include the USA and more recently Japan. And while, as Pollard shows, it includes areas similar to those in the dependent periphery, even in parts of Northwestern Europe, the actual division is left unreal, between the zones eventually integrated into the "developed" world – in parts of the Mediterranean and the Balkans not until the 1950s – and those remaining outside it. This does not matter much to the plain historian, long used to thinking of "Europe", broadly speaking, as a state system reaching from Gibraltar to the Urals, but excluding the old Turkish empire (about which Pollard says next to nothing). But it may raise difficulties for a general argument about industrialization.

Again "the region" is hardly defined except *a posteriori*, though Pollard suggests, sensibly if vaguely, that it has to be of minimum size, and, more precisely, that it developed round a basic industry. This will perhaps do, so long as the object of a regional perspective is merely to show that economic development proceeds through the creation of a patchwork of economically more or less specialized areas: which have no fundamental relation to state frontiers. But since Pollard is also concerned with the formation and varying destinies of regions, his definition is not sufficient.

The second major doubt concerns the significance of states and state policies, which his approach requires him to play down, even though his own concept of Europe is derived from political history. Broadly speaking, he argues that states did little harm to European industrialization before the 1870s, because they were not competent to interfere with it effectively, but very much more thereafter, when they acquired the capacity to do so. Transnational elements, of course, played a major

part in the relative reintegration of Europe after 1945, which also took place, at least in Western Europe, in an international system of economic liberalism unparalleled since the 1870s.

For the period between the British Industrial Revolution and the 1870s, Pollard's case is extremely strong, though one would not necessarily come to the same conclusions about the era when Britain acquired that monopoly of sea-power and of overseas trade on which its extraordinary economic triumphs were so largely based. Nor would anyone deny that the self-centred policies of national states between the wars were, on balance, disastrous. Or that, before 1914, they contributed to the collapse of Europe into an era of general wars. It is also true that the capacity of states to affect their economies grew dramatically after 1870. But it has been plausibly argued (for instance by Balroch) that the industrialization of the world proceeded more rapidly in the era of moderate protectionism after the 1870s, than in the earlier era of effective global free trade. The argument is not met here.

All that Pollard suggests in a rather brief chapter on the years between 1870 and 1914 is that before World War I the forces making for a Cobdenite free world economy were not yet offset by the disastrous effects of a growing neo-mercantilism. That is possible, but the proposition is merely stated. It is not argued.

In practice, of course, Pollard's attitude to the state is rather less Thatcherite than a shorthand summary of his thesis might suggest. He knows perfectly well that states neither can nor want to keep out of dominating and poisoning their economies today. His purpose is to provide them with "lessons of history" which will make their action effective rather than counterproductive, and perhaps above all "with genuine historical understanding" without which they will achieve the opposite of what they intend.

Hence the core of the book lies not in the general argument, but in the analysis of the process which "is never repeated in the identical fashion". The path chosen by history, and today by conscious planning and management, "the opportunities open, the sequences and speed depend on the phasing of the arrival of a region on the threshold of industrialization and on the actions and potentials of the contemporaneous world". There are few books which survey the various paths of European industrialization more concisely and instructively. Now all we have to wait for is that governments will take notice of this analysis. On the historical record, they are unlikely to, but economic historians certainly will.

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Myths Polished off

Gordon Bowker on a weekend of remarkable television

It seemed highly appropriate that last weekend BBC2 should mark the first anniversary of Poland's free trade union, Solidarity, with a series of feature films and documentaries reflecting that country's current turmoil. It seemed appropriate because of the media's role in first creating official Polish myths and now in cutting them down.

The Lenin shipyard strike of August 1980, culminated in the signing of the Gdansk Agreement, setting Poland on a course of liberalisation unprecedented within the Soviet bloc. The negotiations between government and strikers were recorded by Polish film students, and the resulting documentary, *Workers 80* has since been seen unofficially by millions of Poles at filmclubs and in factory canteens. The fascinating duel between Solidarity's Lech Walesa and Vice Premier Jagielski provided a lesson in power to cap all others. Shrewd and cautious until the Agreement was signed, Walesa immediately turned tough, his new-found power seeming suddenly to dawn upon him. If arrested workers were not released the new union would strike, he snapped at the dismayed Vice Premier. A new Polish reality had dawned.

The phoney reality projected by the propaganda media was the unifying theme of eight short films, previously refused distribution in Poland, and shown under the title *Life Off The Shelf*. These disturbing one-reelers, admirably introduced by Anthony Smith, sliced through the official myths, the cynicism and deceit which were the hallmark of Poland under Giersek.

A film shot in a social security office, where waiting pensioners were ignored by overzealous bureaucrats industriously taking the annual inventory, for example, revealed the official mind at its most uncaring and wicked. That mind was further exploited in another short film about a factory guard, a chilling reminder that there is no shortage of recruits when governments wish to employ snoots, informers and petty-minded administrators. "Regulations are more important than people," said our guard, and one could almost see the inventory-takers nodding agreement.

Drunkenness, crime and workers' problems were taboo subjects under Giersek and these were exactly the focus of our dissident film-makers. Peasant women working under dehumanizing conditions, and young girls in a reformatory physically and psychologically damaged by drunken and indifferent parents, could not officially exist in a Communist state, but the deflected faces of the peasant women and the haunted expressions of the young girls were images which will not easily fade.

Then there were the university students, with careers in mind, cynically rehearsing the lies which underpinned the whole corrupt system, a works' management betraying a contempt for its workforce more characteristic, one had thought, of the West, and a devastating confrontation between Giersek's Prime Minister Pinkowski and an outraged railway worker, demonstrating the pathetic inability of the totalitarian politician to cope with public debate. The distraught mother telling of the hurried and callous burial of her son shot by the authorities in 1970, said all that needs to be said about how small and vulnerable people are crushed by inhuman social systems. The dissident directors of these memorable films sensibly let their subjects speak for themselves.

Polish television came under scrutiny in *One Eye Open*. Even this once-muzzled censor of media is changing in the wake of Gdansk. Sweetness-and-light images of official optimism are now being replaced by more objective reporting and ministers are cross-examined on the screen. However, we know that Solidarity still does not have the regular programme it thought had been agreed, and the State censor still insists news items, and food protests go unreported.

The genius of Polish film directors for out-maneuvring the censor by producing films with local settings but wider implications was brilliantly illustrated by Feliks Falk's feature, *Top Dog*. Danielek, a small-town compeere, inspiringly played by Jerzy Stuhr, cynically manipulates a corrupt system and betrays friends and lovers to achieve his ambition of competing a great anniversary ball. Danielek is a masterly comic crea-

tion, the peasant cunning of the Good Soldier Schweik combined with the ruthless cynicism of Harry Lime. That this film caused an uproar when released in 1976 is no surprise. One can see those inventory-takers trembling fearfully and those put-upon Poles vibrating angrily to its social implications.

Andrzej Wajda's *Rough Treatment* gave us an equally disturbing allegory of moral decay in pre-1980 Poland. In this case a foreign correspondent (a consummate performance from Zbigniew Zapasiewicz) returns home to find that honesty is not the best policy. His outspokenness precipitates his destruction. The film's subtlety lies in the closeness with which Wajda observes the sly look and the uncertain glance embodying the shifting innuendos of people living in a society where the incautious word or misunderstood gesture can spell obliteration.

A tribute to Wajda from Arena was a fitting culmination to this weekend of remarkable television. The power he brought to his early trilogy about Nazi-occupied Poland, *A Generation*, *Kanal* and *Ashes and Diamonds*, has re-emerged in his recent films, *Man of Marble*, the story of a much-lauded Stakhanovite labourer destroyed by his own integrity, and *Man of Iron*, inspired by last year's strike in Gdansk and which won the Golden Palm award at Cannes this year. Wajda said he favoured actors who embody something unpredictable. Certainly one sees that quality in his most enduring anti-hero, Maciek in *Ashes and Diamonds*, played by the unforgettable Zbigniew Cybulski. Wajda himself has been shown to have an element of surprise in his make-up by re-emerging in his mid-fifties as one of Europe's most influential film directors. He also embodies through his work something of the courage and determination of postwar Poland in its fight for integrity against the corrupting forces of great external powers and internal petty minds.

This was a memorable television tribute to unbelievably brave people. One can only hope that the inventory-takers were watching and taking notes.

Out of the story corner

Research into children's literature, for so long and perhaps aptly the Cinderella of respectable academic study, has now come to stay. For example at the Second British Research Seminar on Children's Literature, mounted in Cardiff last week by the English Department of the University of Wales Institute of Science and Technology, numbers of graduate students and scholars were able to come together in what can only be a highly fragmented field. Unlike America, where the study of children's literature has been accepted part of any university programme, British enthusiasm tends to be refugees from English departments, following their interests often to the bemusement of their colleagues, who still see involvement in children's literature in terms of a nostalgic attachment to former childhood reading-matter and little else.

The chances to get together, therefore, is a valuable one, though none would claim that the object of such interest is necessarily in very good shape these days. As it is, nineteenth century interest in folk-tale only look off as the last tradition, story-tellers were dying out, and there were hints at Cardiff last week that the habit of leisure-time book-reading among most children can now never be taken for granted. Several contributors, therefore, were chiefly concerned with discussing

better ways of getting books to readers. For some, this was primarily a matter of communicating enthusiasm and knowledge to class teachers, who otherwise often fall back on aging favourites as form readers, such as the Narnia books of C. S. Lewis or Clive King's *Sig of the Dump*. Good, though such books are, they inevitably lose out when pupils come across them, say, for the third time in their school careers. It is also still far too common for teachers to spoil things by always trying to link anything read for pleasure in schools with more strictly academic ends, such as projects or comprehensive exercises.

Good teachers, on the other hand, have an enormous effect upon the development of children's reading interests, but the conference accepted that it was unrealistic to expect too many skilled enthusiasts of this sort to former childhood reading-matter and little else. The chances to get together, therefore, is a valuable one, though none would claim that the object of such interest is necessarily in very good shape these days. As it is, nineteenth century interest in folk-tale only look off as the last tradition, story-tellers were dying out, and there were hints at Cardiff last week that the habit of leisure-time book-reading among most children can now never be taken for granted. Several contributors, therefore, were chiefly concerned with discussing

County Hall. Critics of children's books were also advised to sharpen up their performance. There should be better ways, for example, of assessing some of the brilliant new picture books for the use of schools than with a mere twenty word summary or so. And why is it that someone like Roger Hargreaves is allowed to get away with 30 million copies of his *Mr Men* books, quite as bad as anything E. Nesbit ever produced in her *Little Noddy* prime, without one protesting peep from critics who know full well that far better books are available for this young age-group? At the same time, critics should concentrate harder on conveying their appreciation of particularly favourite writers, a point made by Aidan Chambers in his opening address. After all, most critics still write in terms that their audience can easily understand, though the impenetrable shadows of structuralism are just beginning to threaten even this area of criticism. But with so many good writers around, and pupils who, albeit sometimes reluctantly, continue to expect to read at least some books while at school, everyone – researchers included – should obviously go on trying to get all parties more effectively together while the opportunity is still there.

Nicholas Tucker

Falling into traps

Of this week's plays, a random sample of three reveal little change in radio drama as we know it from the BBC. On Saturday there was *The Technicolor Time Machine* (Hollywood and sci-fi) and *Double Page Spread* (a school story) while the Afternoon Theatre presentation on Wednesday was *Don't I Know You?* a sexist saga of a sulky fellow beset by "trivial" women.

It isn't so much that the subject matter repeats itself (inevitable) as that we find the same modes of treating it, the same stock characters, the same trite conclusions. Which isn't to say that all radio drama falls into all these traps, or falling into them, does not sometimes transcend them.

In the oddly named *Double Page Spread*, for example, Becky, an imaginative and sensitive child, and a misfit in her boarding school, overcomes her shyness and artistic frustration by stealing a paper tablecloth big enough for her painting of autumn that gets an A+.

Any plot summarized like that sounds banal, but *Double Page Spread* bowled along despite anachronisms such as children talking about Vietnam at mealtime, bits of incongruous dialogue, adult actors doing children's voices, and all sorts of minor faults that were lost in one's involvement with Becky's problems.

It also had a happy ending which today more than ever is an attractive fantasy. *Don't I Know You*, on the other hand, creaked along. It had a

less traditional structure than *Double Page Spread* which nonetheless was more dated, featuring a great deal of narration, spoken thoughts and flashbacks.

Howard, a young man too bored to be angry, was up against arid family life represented by several women. There was woman as demanding wife, woman as smothering mother, and woman as potential mistress. Dad was quoted as having said "I've tried to be decent with women, but if the truth were known I've always been bored." Even Mum, an obsessive polisher since Howard left, said, "Women are trouble, Howard."

The whole thing meandered along, with its boredom and hangups and female-hating. The main puzzle was, why was it on at all? Right at the end Howard left us with a cryptic clue. Rejected by the wife he had himself walked out on, he mentioned his thoughts as follows: "Why do I want them like an idiot?" (my italics). In the manner of idiots, he set off to repeat his idiocies.

Technicolor Time Machine was a valiant failure. Again, the idea and the characters were dated but it could have worked. It had some of the makings of a farce, but became unwieldy – a Hollywood studio teetering towards bankruptcy; a desperate movie director; a philistine studio boss; a camp, English inventor; a time machine; Vikings; a plan to save building expensive film sets by time travelling to original locations. It collapsed.

Frances Farrer

Young playwrights should sharpen their pens and their wits. The annual call has gone out from the Royal Young People's Theatre Scheme for pieces – any length, any style, by groups or individuals aged 20 or

under – which show originality and observation and can be performed by a group of about six actors. Plays should reach David Sulkin, Prey, typed, with s.a.e. attached, by November 7. (01-730 5174)

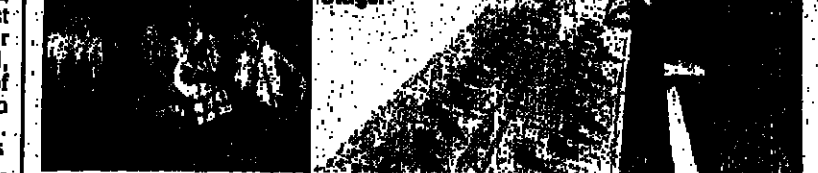
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David Wright

books

Paperbacks

Fact and fiction

An Essay on Hardy. By John Bayley. Cambridge University Press £5.95. 521 28462 7

Thomas Hardy. By Norman Page. Routledge and Kegan Paul £3.75. 0 7100 8615 6

Hardy, Novelist and Poet. By Desmond Hawkins. Macmillan £5.95. 0 333 31644 4

John Bayley's distinguished and important book, which covers the whole range of Hardy's work in a subtle, adroit and compelling manner, gives us the sense of a much more real human intelligence, more sympathetically discerned than has hitherto been the case in Hardy studies. His forays out of the novels and into the life are full of intuitive apprehension, for example in his observing of Hardy's strained relation with his wife that "he was afraid of her strength, and she thought his constrained manner a silent criticism of her own inadequacy".

It is not the plodding "over-determination" of one lacklustre thought or thesis, though one consummatory-looking thought on the book's final page says much about why Hardy is, on the one hand frequently misunderstood or patronised, and on the other regarded with affection as well as frigid respect, when he observes that "no other author appears to make his true greatness out of less than Hardy, nor does it without any of the creator's egocentric energy and will to power". With the conscious part of his mind, we might say, Hardy was an honest journeyman of fiction, notoriously a "good hand at a serial", willing to bowdlerize and comply with absurdly prudish editorial demands with a certain higher peasant cunning, shrewdness, and mercenary calculation. But as he was also a true artist, he was responding to profound pressures and the result is that his work is a fascinatingly unstable compound whose mode of expression tugs against the damaging aim.

It is partly for this reason that he looks more interesting, more "modern", than more "brilliant" and apologetic contemporaries. Bayley provides yet another fascinating flicker of insight into his particular source of his relative strength when he observes that "Hardy - from personal observation - can enter on the inside at several social levels, whereas both Dickens and Meredith cling to their status as fairy princes who had entered into their rightful inheritance among the gentry". Professor Bayley's esprit de finesse, which he possesses in superabundance, makes this kind of comparative work his forte - compare one might say, his surprising assimilation of Tess and Flaubert's Emma Bovary, and the methods of modern novelists as well as the critical response to Hardy are areas where he also moves easily.

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The book, true to its "essay" form, is perhaps excessively austere in its avoidance of what might be

called externality - one notes the virtual absence of footnotes, of index, chapter headings, bibliography, but without much indignation.

It has, I think, an important subtext which should be excavated here. The book is a plea for a kind of critical method - or rather anti-method, for an adequacy of esprit de finesse which, as I have said, it everywhere exemplifies. In this sense it has an importance which goes beyond even that of its subject-area. Unlike, say, a Leavis, who expresses aggression, this book creates it nevertheless by reminding us that the novelist, particularly as he tends to the voluminous and the Victorian, seems to attract a kind of critic, so to call him, more distinguished by periternity than perspicacity, and very ready to provide the kind of précis work which is specifically designed to save us the trouble of reading the book in question. And as the Victorians would not leave off writing and we have left off reading, and as writers of the past are popular in the sense of having the study of their writings enforced by institutionalisation, the result is a market for what is often an unattractive commodity.

If Bayley's approach eschews the scholarly apparatus, Norman Page's positively delights in it. For this reason it could almost be said that the most stimulating part of the book is those bibliographical notes which show the scholarly state of play in relation to Thomas Hardy and his works. The charge of "externality" can hardly be denied, nor can some degree of circularity in the arguments used to distinguish Hardy's major from his minor fiction. The book also exemplifies one of the perils of the over-scholarly approach - the scholar, like Mr Micawber always seems to be "waiting for something to turn up" some "brute fact" which will metamorphose his subject into meaning. There's something slightly touching and possibly comic about this. I also find, though one cannot fail to be impressed by the sheer knowledge that is brought to bear that the basic critical criteria are relatively speaking quite crude. Hardy's pictorialism is his critical trump card. Still, for a certain kind of reader this could be the place to start from, and in some ways it is an advantage to have Hardy's oeuvre sorted out into its various components, and the chapter on the poetry is admirably, surprisingly cogent in parts.

Desmond Hawkins is perhaps best known as a dramatist of Hardy novels for Radio Four productions and highly itinerant Hardy popularizer. His narrative is fluent and lucid as he moves from Hardy's life to his novels, giving an interesting account of his career as a novelist. There is, on a more popular level, something that unites his work with the concerns of John Bayley, perhaps most notably in the account of the extraordinary mixture of modes of presentation in *The Hand of Ethelberta*. It is, undeniably, an enjoyable book.

Edward Neill

Life in the metropolis

Londoners. By Richard Bourne. Photographs by John Minihhan. Dent £9.95. 0 460 04489 3.

Richard Bourne has certainly come across some very curious London characters.

Celia Fremlin lives in Hampstead. In the mid-1970's, for reasons that are not altogether made clear, she started to roam the London streets late at night. Although the experience proved less awesome than contemporary myths suggest, she quickly discovered some rather effective ways of avoiding assault and rape. In essence the Fremlin technique takes the form of a direct frontal approach ("never, never approach from behind") on anyone who seems to be brooding over perverse possibilities. One lonely night, for example, she came upon a group of young punks goosestepping their way round a large Brixton estate. When they became aware of her presence they all began marching in her direction. Unhesitatingly Celia Fremlin started walking in step towards them and when finally they met up she naively asked for guidance back to the main road. The small army of neo-nazis escorted her to nearest stop and saw her safely onto a bus.

On another occasion a man came up to her and ominously whispered, "I want to fuck you!" Far from appearing affronted she genially replied, "Well I'm sure that would be absolutely grand, but I'm afraid I've

got to catch a train - yes do walk along with me, but I've got to walk rather fast because I've got to catch this train."

Then there's Simon Doherty, an Irish tinker who lives on a caravan site between Deptford and Lewisham. When his daughter Mary was married in 1980, he paid out £20,000 for the service and celebrations, and the centre-piece of the occasion was a 42 tier wedding cake which he feels sure should be given a mention in the *Gibbous Book of Records*. Inevitably of course success creates envy - others must challenge such a triumph so now he, uncertainly, counts his daughters ("Is it seven daughters I've got or six?") and plans even bigger and better wedding cakes. "If a cake goes to 60 tiers before my next daughter gets married I'll have a higher one..." but I hope there's not another wedding coming up soon."

A slum in Finchley produced Jacqui. She began soliciting prostitution at the age of 11 and now, at 24, is so successful on her Shepherd's Market pitch she can afford to own a £3,000 stallion. Jacqui works hard but is choosy; she hates coloured men and refuses to sleep with them; she is not too happy with the physically and mentally handicapped either. One of her customers had a frizzled lock - "I'd only go with a guy like that once!" She bemoans the passing of time - in the late sixties and early seventies she feels the police were less bullying, and restaurant prices more reasonable. Perhaps inevitably

Jacqui's simple summing up of life in the metropolis also serves as judgment on so much else that makes up her strange existence - "I hate London".

Richard Bourne's encounters with celebrities and establishment figures are understandably less revealing than those with people who know nothing to lose by openness and the revelation of eccentricity. Dame Cicely Saunders who runs St Christopher's Hospice at Sydenham is undoubtedly one of our contemporary saints; yet her description of her work with the dying reads rather too much like a statement for an appeal brochure. And The Commissioner of the Metropolitan Police, Sir David McNeice, appears so adept at making circumspetuous press statements one begins to wonder whether the line between his private life and the public image has totally eroded; it might perhaps have been a little more fruitful to have interviewed Mrs McNeice.

Nevertheless even if every portrait cannot be revelatory, we have here a fascinating anthology of humans who inhabit our capital, clearly suggesting that city life, far from destroying individuality often offers it a wider, richer canvas for expression.

I've a suspicion that while "Londoners" may start off as guest room reading, it has a good chance of ultimately becoming a collector's piece.

Geoffrey Parkinson

A counsel of perfection

Department Management. Edited by Michael Marland and Sydney Hill. Heinemann Educational £8.95 0 435 80591 6.

The comparatively rapid change to comprehensive secondary schools in the past two decades has affected the roles of those with responsibility in these schools. Concern about the implications of size, like anxiety about the individual child, becoming lost in large schools, led to the development of well thought out "pastoral" systems. Many of us who moved from grammar to comprehensive schools were amazed by the house or year systems and the degree of individual care they provided compared with what we had been used to. But in some cases perhaps, resources, thought, organisational energy, went too much into pastoral matters, almost to suggest the "caring" was a legitimate substitute for "educating". The head of department often felt like a second-class citizen who, it was assumed, should carry on as before, whatever that meant. Often it meant little more than being paid longer. The critical importance of his

role was not always recognised. Schools, after all, are mainly about teaching and learning, and the most successful are those with well thought out curricula well taught, and that is the responsibility of the heads of departments.

Michael Marland's first book on the head of department recognised this, and provided invaluable guidance which has been widely used. Another book on the same theme might seem unnecessary but this series of contributions from a Churchill College in-service course is careful not to repeat the earlier book. The two books together are essential reading, especially for heads of departments and headteachers, but also for all secondary school teachers.

Department Management is a very practical book which is mercifully free from much contemporary management jargon. There are contributions on the head of department and the wider context of the school (George Philson) and the whole curriculum (Maurice Holt). A very good account of the qualities of a good head of department (Colin Baynmore) because he had been there longer. The critical importance of his

monitoring teachers' work (Peter Stokes) and pupil assessment (Roy Deal). Marland provides detailed advice on drawing up a scheme of work and the final chapters on library and study skills (Alan Irving) and developing reading (Colin Harrison) are stimulating additions to the book.

The whole book is a counsel of perfection. It has such high expectations of the head of department that it is likely to require plenty of stamina to read it and much more to implement it. Performance and Marland's prescription may be so divergent as to induce depression even among the conscientious. Themes from this book and its appendices will be the starting point for lots of discussion, and it will be an invaluable handbook for self-assessment not only for heads of department but also for headteachers, as they work to help the head of department achieve the high standards his book expects of them. It should also be compulsory reading for i.e.a. advisers for use as a training book for in-service courses.

Patrick Eave



"Two's brillig, and the sitty toves"
This is of course sheer nonsense, and it was never meant to be anything else. As anyone knows who has tried to translate sense from one language into another, it is not easy, is it? It is even possible to translate nonsense.
Es brillig war. Die schlichten Toyen
It's brilliant! (over lubricious)
This is what a mathematical friend of mine would probably say. Nonsense. Squared. Let's have a look at it in detail.

There is a German word Brillig, meaning spectacles, and another one is brillig, meaning cheap. The ending -ig is a German adjectival ending. Thus the nonsense word brillig is just about as German as any word could be - but it isn't one. It therefore falls almost miraculously into place in this nonsense translation. As for the word order, well anyone starting to learn German knows that this is a problem. The fact is however that the verb comes last only in subordinate clauses, and what we have here is a principal clause. The correct version would be "Es war brillig". So, in a mere three words, there is a double spoof.

Die schlichten Toyen is marvellous, because it is grammatically impeccable as anyone who has struggled to master the German adjective endings will agree. However, it means precisely as much, or as little, as the sitty toves: nothing.

It is fascinating to think that there might be a French verb, brilliguer, which of course there is not, but there might have been. Here, it appears in

the present tense, whereas it would of course be in the imperfect tense. It should really appear as *brilliguait* which is even more glorious nonsense French, but that would not have fitted the metre; translator's licence.

The circumflex accent in Toyen strikes me as being a stroke of linguistic genius, because it makes the word look more French and defies the fact that a medieval French form toves is even more hilarious. As for Brillig, how on earth have the French got on all these years without it?

I've been quoting from Jabberwocky/Jammerwocky/Jesetoeque, (resonant printed in a book which I treasure. Details below. Here are just two short additions to the above, which may excite some interest.
The frumious Bandersnatch.
Frumsen Bandersnatch.
Le frumious Bandersnatch.
The book is *The Annotated Alice*, edited Martin Gardner, published in Penguin Books 1965 and worth all the 10/6 that it cost then. What's that bogus money? W. S. Brownlie

books

Big Bang to culture clash

Jessica Saraga on two junior history series

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Oxford University Press £2.50 each.

World history, in the absence so far of galactic history, is notable for being as far as you can get in the opposite direction from specialization. If the specialist ends up knowing everything about nothing, the student of world history might be supposed to end up knowing nothing about everything. The reader of J. M. Roberts' *Illustrated World His-*

tory series is certainly treated to such a wide-ranging, all-embracing succession of images and events as to be left metaphorically gasping, but left, nevertheless, surely knowing something about something. The scope is vast, though now exhausted by the four latest volumes dealing with the world since 1500, which complete the series. Even getting to the year 1500 in the first four was an achievement, as the author goes back not just to the beginnings of written records, not just to the emergence of homo sapiens or even Australopithecus, but to the first date in both history and time itself, the dateless date of the Big Bang. Whatever else he may have done, the author has certainly not cut corners in his field.

This awesome range, however, has forced on the series some condensation. Very few topics enjoy as much as a three double page spread, including pictures: the scenes flash and flicker cinematographically round and round the world and down through time, the pace is fast and the coverage, although comprehensive, cannot be deep. Consequently a class using one of these volumes as a course book would need considerable stamina to make it to the end. Another feature which might be unsuitable in using the series for course work with successive years is that the level at which it is pitched seems to be constant. In eight volumes, it would either be too hard at one end or too easy at the

other. It thus seems less successful than, for instance, Macdonald's world history series, *History in the Making* which is geared specifically to years one to five in the secondary school, and where, because the scope is narrower, there is room for deeper analysis of evidence.

If the series is classified, however, not as course material at all, but as a reference work, it is immediately seen in a different light. As an *illustrated* reference work, suitable for all ages from about nine years upwards, it is unique in its field, for whether it's a stained glass window, a manuscript, a cartoon or a building, each illustration is carefully chosen to suggest contemporary ideas, from the Egyptian papyrus drawing of the god Anubis weighing a soul in the balance, to the crystallization of the fearful social dissolution of civil war in Picasso's *Guernica* and the representations by the German Expressionist Otto Dix of the hard manic sickness of Weimar Germany. One of the most poetically illustrated themes in the impact of West upon East as Europe colonized the rest of the world. Standing on a hill in Indonesia, in a picture in Volume 5, is a stiffly correct Dutch couple, man and wife, dressed in black with starched white collars, fingers demurely linked. Behind them a servant shades them from the foreign sun with a giant filly sunshade; at their feet and stretching towards distant islands is galleon upon galleon of the

Dutch East India Company fleet, richly and exotically glowing in the red East Indian sunset. Such disparate incongruity contrasts dramatically with the photograph of Bombay station in Volume 7, which tells a totally different story. Impossibly combining arrogant Victorian massive-ness with Gothic revival ornament translated delicately into Persian, it testifies mutely to the equivocal ambivalence which locked Britain and India together until the last days of the Raj. These pictures say more about the collision of cultures than words could in twice the space.

Its world perspective and its variety of primary visual source material put the *Illustrated World History* firmly in the camp of "new history". For a standard exposition of the old approach we can turn to the *Oxford Junior History*, a series on British social history. There are some contemporary illustrations, but the best colours and the double page spreads are reserved for the good old artists' impressions, mock-ups and imagined scenes. Much of the text is based on mocked-up evidence, too; there are quotations from imaginary medieval guildsmen, imaginary New England merchants, imaginary miners' leaders in 1926 and imaginary farmers in the second world war. The series is intended for nine to 13 year olds, with the BBC radio series *History Long Ago and History Not So Long Ago* (titles which themselves testify to a less than total regard for the particu-

lar and the specific) in mind. This age range could well cope with the idea that historical assertion must be based on reliable evidence, and it is an insult to fob them off with ad hoc characters mouthing spurious "evidence" to "support" what the writer was going to say anyway.

There seem to be some misconceptions in the text, too, for instance about the nature of seventeenth century radicalism. The Diggers, who are referred to as a "sect", are described as taking the land and farming for themselves, a description which suggests a total failure to apprehend their rejection of the whole concept of property and their belief that the fruits of the earth should be shared. The paragraph on religious radicalism appears to be based on an anti-Sectarian broadsheet, and ear-cropping and branding, it is suggested, were punishments inflicted solely by Puritans. "Strange to think of the love of God being used as an excuse to carry out these horrible punishments" - strange indeed, but stanger still that Star Chamber's earlier use of these punishments after Archbishop Laud's great anti-Puritan show trials of the 1630s should totally escape comment. Frynne, Burton and Bastwick, not to mention Freeborn John Lilburne, must be turning in their graves. This is not the worst of the old history, but it does serve to emphasise why there was a need for the new.

Children's literature

Keystone Kops for juniors

The Four of Us. By Elizabeth Beresford. Hutchinson £3.95.

The Willerby and the Haunted Mill. By Pamela Oldfield. Blackie £4.25.

The Mona Lisa Mystery. By Pat Butcher. The Bodley Head £4.50.

Toby, Peete, Harry and Fred were here. By Vera Boyle. Macmillan £4.95.

The Ivory Poachers. By Julia Deben.

The Tomb Robbers. By Julia Deben. Methuen £3.50 and Magnet 90p.

This is a group of "adventure" books each suitable for children of primary school age. In the main they follow the very common formula of putting together a group of youngsters who then go off and solve something. It is an appealing sort of fantasy for children, who do, on the whole, go about in groups seeming, perhaps, to be just on the verge of something really exciting.

The *Four of Us* is an entirely charming story about three children and an old man who conspire together to prevent the closure of an old seaside pier. What makes it par-

ticularly interesting is that Teddy, one of the children, is mentally handicapped, and a clear aim of the book is to help educate young readers in their attitude to mental handicap.

I have never been too happy with fiction which contains little nodules of educative purpose, but I suppose I would be counted excessively churlish if I libbed too much at this particular enterprise, particularly as some of the proceeds of the sale of the book are going to Mencap.

Pamela Oldfield's book about the Willerby is a simple mystery tale involving an old mill with a ghostly past, rich fires and missing dogs, the whole satisfactorily unravelled by the children. Like a bag of cheese and onion crisps it is of course and predictable, and of doubtful nutritional value. But who is to say that children should not eat crisps that children like? I am myself quite partial to both.

Among the words which come to mind on reading *The Mona Lisa Mystery*, I would suggest "hokum" as one of the more appropriate. Hokum, I hasten to say, in the nicest way, as in *Keystone Kops*, *Superman* and *Heineken Lager advertisements*. It tells the tale of a class of children who go off to Paris in a bus - one of

about 1933 vintage, complete with roof luggage rack and bulb horn, if the charming illustrations of Laurence Hutchins are to be believed. Right from the start they find themselves mixed up in a preposterous tale of kidnap, detection and art thievery, peopled by bearded men, a sinister lady and a chap with dark glasses and stubble on his chin. The only character missing is the man with a cloak and a big hat carrying a smoking object labelled "Bomb". The Parisian detail is nicely done, and the whole is satisfyingly outrageous.

Toby, Peete, Harry and Fred were here is a highly original and contemporary idea, very well executed. It is the story of a boy who lives in a British Embassy in a far off city where insurance and violence break out. Although the title classifies it as a "group" story, the action really centres around the thoughts of Toby, who is an introspective and rather lonely child - as, indeed, "diplomatic" children in unstable countries probably are. The sense of isolation behind the Embassy walls and the glimpses of horrifying events beyond are all well described through the eyes of a young child. This is Vera Boyle's first book and I look forward to reading more.

The Ivory Poachers and *The Tomb Robbers* are both, to quote the blurb, about "The twins, Sam and Abi, with their journalist father K. O." Again according to one of the blurbs, what we have here is "the beginning of an on-going series". Perhaps the eminent firm of Methuen, whose business is our excellent language, would like to explain exactly what the expression "on-going" means here.

The Ivory Poachers, first of the on-going series, goes some way towards dispelling the dull pain behind the eyes brought on by reading the blurb. It tells of Sam and Abi in Africa detecting and, in the process being captured by, ivory poachers. The theme is contemporary and the background has the ring of authenticity.

The Tomb Robbers, likewise, is an unashamed adventure yarn dealing with illegal trading in Egyptian antiquities. Both books depend heavily, and successfully, upon their exotic locations. Without them the plots would seem thin and the characterisation thinner. Never mind, there are lots of steamy and sinister places around the world in which the Crips can have further adventures.

All of these books are suitable for eight to twelve year olds. As a book to be read aloud by the teacher *The Mona Lisa Mystery* is probably the best bet.

Gerald Haigh

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resources

Environmental measures: studying in the field

John Tranter reviews electronic metering equipment

Harris Environmental Test Centre
Philip Harris Ltd., Lynn Lane, Shenstone, Staffs WS14 0EE, £33.

For some time, suppliers such as Unilab and Walden Precision Apparatus have provided packages of electronic metering equipment to enable readings of environmental parameters to be taken in the field. Philip Harris have now joined in and produced the Harris Environmental Test Centre to enable conductivity, pH, light, temperature and oxygen to be monitored.

The equipment is supplied in a compact moulded plastic case and powered by two batteries. One integral meter displays the readings on two scales for all five parameters. Unlike other environmental monitoring kits, which require various modules and meters to be connected, the Harris Test Centre is an entire unit with all the necessary connections built in.

The operator only has to select the appropriate probe or electrode, make connections to the correct sockets, and then turn the master selector switch to the parameter to be tested. The procedures that follow depend on the parameter being measured. A fairly comprehensive instruction manual gives details of what to do.

Conductivity readings are obtained simply by advancing the conductivity range switch until a meter reading between 10 and 100 is achieved.

Conductivity measurement is made by multiplying this reading by the range setting used. Readings of pH involve immersing the electrode in a known pH buffer solution, adjusting a buffer control, rinsing the electrode in distilled water, and then reading the test solution.

The electrode should be stored in distilled water after use, which means that various bottles and flasks of buffer and water need to be carried with the Test Centre. Readings in the field are therefore somewhat inconvenient as there is no space within the Test Centre to carry these additional items (though to be fair, no other environmental kit makes provision for these either).

Comparative readings (rather than absolute measurements) of light intensity are easily made by plugging in the light probe and setting the equipment to give a full-scale deflection with the probe in bright sunlight. (No suggestions are made of how to adjust the apparatus correctly when using it on a dull day!) If the light intensity is low, the unit can be switched to a higher sensitivity with approximately a x10 increase in readings. The probe has an adjustable focussing lens to enable the light acceptance angle to be varied. This can make the use of the probe rather tiresome for readings from time to time or place to place, as the setting of this lens must always be the same for accurate comparisons, and there are no calibration markings to help.

The temperature probe has to be calibrated in the laboratory before use. This involves immersion in ice and boiling water and the adjustment of meter readings to 0°C and 100°C by two controls under metal caps. After that, it is easy to obtain readings on a 0-30°C, 0-100°C, or any 10°C span. The probe uses a silicon diode which gives a very rapid response to temperature change. The sensor is, however, rather exposed and could easily be damaged by rough or careless handling. The probe is supposed to have a protective guard, but the one supplied for review did not.

Readings of oxygen levels are the most complicated to take with this Test Centre. The probe has to be filled with a gel electrolyte, and a thin plastic membrane placed over the electrode and held in place by a slide-on air bubble shield. It is essential that no air bubbles are trapped beneath the membrane, and a little practice is needed in this operation. Once filled, the probe must be stored in distilled water if it is not to be used for 24 hours. This makes moving the probe to the monitoring site rather more difficult.

As with the pH electrode, there is no provision within the Test Centre for carrying the probe in water. Filling the electrode is best done in the lab, rather than in the field, though it can be done out of doors. If the electrode is not to be used for several days, it is recommended that it is cleaned out and stored dry. A small supply of membranes is provided with the kit, and more can be obtained when these run out. The instruction manual does not mention, however, that this polythene of the type used to cover dry-cleaned clothes is equally suitable.

The filled electrode needs to be primed by being plugged into the equipment so that a current flows through it to generate a polarizing film of hydrogen which coats the platinum cathode. Although the instruction manual has a heading 'To fill and prime the oxygen electrode', it does not mention the need to plug in the electrode, switch on and allow time for priming before use. It does, however, warn against the danger of jolting or jarring the primed electrode. This can upset the layer of hydrogen, which takes time to restore itself.

Once primed, the electrode can be used for measurements of gaseous or dissolved oxygen. The equipment needs to be calibrated first. In air this is easy, but for dissolved oxygen the procedure is more demanding. The temperature probe is used to measure the ambient temperature



The Harris Environmental Test Centre in use

and that of the solution to be tested. From chart in the instruction manual, a calibration number is used to set the calibration control before the final reading in parts per million is taken from the meter. Another chart can convert this reading to percentage saturation.

The detailed notes on calibrating the electrode in varying oxygen concentrations are somewhat confusing. No distinction is made between 'calibration' in these circumstances and the routine calibration of the unit described earlier, which must be followed to give direct readings from the meter scale in parts per million. The instructions give no advice on how to adjust meter readings if the various calibration solutions reveal that the equipment is not yielding accurate measurements.

Since the electrode consumes oxygen, it must be stirred gently in the water - excessive turbulence should be avoided in fast-flowing streams. If readings eventually become erratic, the probe has to be cleaned out and decontaminated. Full instructions are given for this.

In use, all the units generally gave good results with accurate, reproducible readings. The oxygen electrode was sometimes rather temperamental, but refilling and fitting a new membrane usually solved the problem. The instruction manual is generally helpful, and it includes a useful section detailing experiments that can be done with each unit in the Test Centre.

A limiting factor in performing tests in the field with the Harris equipment is the length of lead on each probe or electrode, which pre-

vents readings being taken in many inaccessible places, or at some distance from the Test Centre. Extension leads are highly desirable, but are only available as an optional extra. It is interesting to note that units in the Harris Test Centre bear a strong resemblance to those in the W.P.A. Environmental Kit. Could the Test Centre be manufactured for Philip Harris by W.P.A. perhaps?

Some users might wish the Harris equipment had a noise monitoring unit, even though the meter scale is marked in decibels. Both the W.P.A. and Unilab kits include modules for sound measurement, and this could be a decisive purchasing factor for some. A further major consideration in choosing to use the Harris Test Centre, or any environmental monitoring kit for that matter, is the drawback that only one parameter can be monitored at one time. Convenience and portability must be balanced against lack of flexibility in use.

The purchase of separate environmental meters for each parameter could be a wiser investment in many circumstances - the Unilab kit scores here, as it uses several meters which give several simultaneous readings. Nevertheless the Harris Environmental Test Centre performs its duties well, and is the nearest and most compact equipment of this type available on the market, though also the least flexible in use.

This article is part of a series commissioned by Chelsea College Centre of Science Education.

by Andrew Rothley

Early numeracy counts

Spirit Start
by Bob Hancock and Dave Jones
Six books of 'pressure' masters.
£4.75 each, or £27.50 for the set
BSA Creative Learning Ltd.

Most 'infant' mathematics schemes currently available include 'worksheets' so that children can do written work alongside their practical activities. However, in many cases, particularly where teachers are dealing with reception classes or with 'failing five's', the initial level of existing courses can be a little too difficult. Spirit Start is a number scheme which starts at a very simple level, giving a thorough grounding in areas often passed over rather quickly in the standard two-year full maths schemes.

Spirit Start is published as a set of six books of 'pressure' masters. Each book contains 32 masters which can be detached and used to give about 200 copies. Book One is con-

cerned with recognition and matching of some everyday shapes and also with the numerals 'one' to 'five'. The principal technique used here is to present an example of the shape on the left, and an assortment of shapes on the right.

The pupil has to look through the assortment and recognise and select the one which is the same as the example shape. These activities pave the way for later work, and anticipate future problems. For example one activity involves the recognition of reversed numerals, and helps pupils to compare them with numerals printed the correct way round.

As the course develops, the work includes motor control practice by requiring drawing and writing shapes and numerals. In Books Two and Three, tunnel activities, dot joining and other techniques extend these skills and include numerals 'six' and 'seven'. During the later books, number concept activities, matching and counting, are blended in with

the writing skills. By the end of Book Six, pupils will have completed work on early number concepts, counting and simple adding, and taking away with numbers up to 10.

The last part of the series overlaps with the usual number content of the first year of the standard two-year infant maths schemes. Though this might involve a little duplication in a school, it does mean that the school can be sure that the children's early number work merges into the start of their full scheme properly without leaving any gaps. The material is quite compatible with existing full schemes and the flexibility permitted by the use of separate worksheets means that teachers can organize the content to meet their own needs.

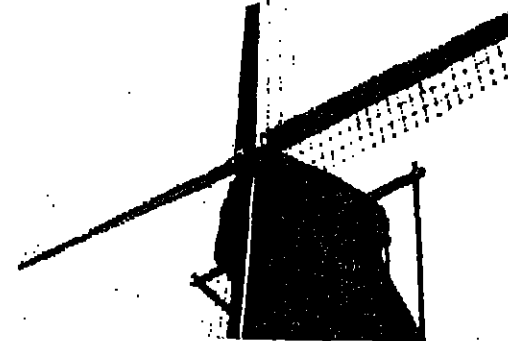
The worksheets contain a lot of relevant pictorial and visual material. This brings a practical emphasis which fits in with the type of practical work normally done by children at this age. The pupil would use some guidance in understanding what to

do when working on the worksheets. The written instruction at the top of each page is of course for the teachers' guidance rather than for the pupil. However each page often contains batches of pages with the same kind of activity so the pupil can work on unaided.

The content of each page is a mixture of standard activities plus one or two novel ones. Many of the sheets have an interesting presentation, sometimes using puzzle-format and mazes to bring interest and stimulate thought. For example, recognizing a numeral within a picture not only provides an enjoyable format, it strengthens the concept as a means of developing perception. The material also shows awareness of the mistakes which children commonly make and reflects the practical experience of the authors.

Spirit Start is a well-designed, convenient useful resource and would give excellent value for money.

resources



Sources of ignorance

David Alexander on alternative energy

Energy Alternative Sources
by Bob Fromer
Mary Glasgow Publications Ltd, 140
Kington High Street, London W8
4BN, £16 plus VAT.

The monthly statistical bulletins from the Department of Energy show a fall in total energy consumption in Britain compared with 1980. This raises questions of the success of energy conservation policies and the need for more nuclear power stations. At present, the amount of energy that Britain uses each year is roughly the same as burning 362,000,000 tons of coal.

This tape/filmstrip is the answer to many a prayer from those who regularly seek to illustrate and discuss energy issues. More importantly, it goes beyond the conventional viewpoint and considers the very wide range of alternative energy sources.

There are three basic considerations: first, the short term future of fossil fuels such as oil, gas and coal; second, the growing doubts about the role of nuclear power; and third, renewable energy sources. We are asked to think carefully about the many kinds of energy that are needed to do the many different types of work that society demands.

It is assumed that there is, in general, considerable ignorance about alternative energy technologies, and this applies not least to those who make crucial decisions about our energy future. Because of this, clear sections are devoted to solar power, geothermal energy, wind and water power. Biological forms of energy such as methane gas and fast-growing willow and poplar woods are also discussed.

Despite the decision to do the 'Save It' campaign in this country -

cynics would say that the less energy we use, the more uneconomic become the conventional means of production - practical energy conservation measures can save somewhere between one-third and one-half of the energy that we use today. An active commitment to conservation now should see us through the period of transition from fossil fuels to renewable energy sources.

The tape lasts 23 minutes and provides a reasoned and lively debate on the choice of our energy future. This choice is between concentrating our available resources on the conventional solution - nuclear power - and on renewable energy technologies, which are sounder ecologically and more labour intensive, at a time when we need to create many more socially useful jobs. The myth that alternative technologies will mean reverting to a more primitive way of life is at long last breaking down.

The colour slides are of high standard and the related comments provide invaluable background to a set of discussion questions and suggested activities. These include a fuller understanding of the ideas and practical solutions of the National Centre for Alternative Technology at Machynlleth.

A surprising omission from the selected bibliography is the Leach Report on 'A Low Energy Strategy for the United Kingdom'. A minor irritant in view of the overall conservation message, is the bulky and excessive packaging used to promote commercial sales of this tape/filmstrip.

The energy question is one in which groups of students should readily engage and one which begins to move into the field of decision making. One can only hope that the ideas and concepts provided here are given the widest possible dissemination.

Conservation messages

by Gillian Thomas

Energy education in secondary schools is the subject of a research project sponsored by the Electricity Consumers' Council and carried out last year by Valerie Richardson at Cardiff University. The results of which have just been published.

Ms Richardson defines it as: 'The study of energy and power, including the basic concepts, sources of energy and the implications of their limitations, the practical applications and uses of energy in the modern world, particularly in the home, savings of energy, and energy conservation'.

CSE, O and A level examination questions were studied to discover what the relevant elements appeared. They are scattered across a great many subjects, such as chemistry, engineering, geography, history, home economics, mathematics and physics, so there is considerable variation in the potential for energy education in different parts of the country.

The concentration of energy subjects, as might be expected, is in Science. In general, boys are much more likely to encounter energy-related subjects than girls, though in a purely scientific rather than practical context.

The one GCE subject with direct energy relevance is Energy Resources. However it is unlikely to have much impact as it was only taken by 67 pupils in 1979 against 190,000 who took physics and 160,000 who took chemistry.

Some topics are well provided with teaching materials, notably energy supply, but others such as conservation are not. Not surprisingly, the industry-produced material in general, and backing up the Road Safety Campaign.

Valerie Richardson concludes that there is a need for objective, pupil-orientated material and that it should be given the same sort of presentation and backing up the Road Safety Campaign.

The Report, which includes a comprehensive list of resource material, is available from the Electricity Consumers' Council, 119 Marlborough Road, SPY. It costs £3.

On November 25, the education department of the Tower of London is offering a course to help teachers look at castles, films, slides and a range of teaching resources will be used, as well as discussion and visits to work being done within the walls of the Tower.

The catalogue costs £2.75 including postage from Guild Sound and Vision Ltd, Worsdon House, Gundle Road, Peterborough PE2 9PZ.

The new catalogue from Guild Sound and Vision contains details of more than 2,550 films in 14 categories. They are available on 16mm or as video cassettes and many are on free loan.

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media

Time travellers' tales

Deborah Thom reviews an oral history resource

SCHOOLS RADIO
Oral History Resource
Exploring Society
Living in the Country/Living in the City. School Days/Food. Entertainment/Health. Work Experience/Holidays. Family Events/Do-it-yourself. Radio 4 VHF, broadcast September 14-18 inclusive, 11-11.30 am.

More and more people are using oral history. The motives are various: to record vanishing folk customs, reveal hidden history, redress an elite domination of sources, overcome age differences, give back a feeling of value to the old.

As a result, there is a growing number of tape archives and of people contributing to them. This BBC programme for schools had the double purpose of encouraging the use of oral history and ensuring technical expertise in the recording of it. The programmes run continuously over a week so that they can be recorded, kept and used as a resource bank for the three years allowed by BBC copyright. Each programme has eight or 10 substantial extracts, linked by commentary and grouped around a theme. The commentaries are informative enough to help interpret the very strange aspects of the past that the tapes reveal, although there are omissions - they do not, for example, provide a glossary.

The people who speak on the tapes have been selected from a wide geographical, social and occupational range. The only constraint on choice was clarity of diction or recording, so that articulate, clear speakers are more to be heard here than in the population at large.

The great value of oral history lies in the way it gives flesh to attitudes of the past - the commonplace are given life. These extracts manage to convey that quality of oral history in a way that transcripts rarely can. Some are very poignant. One woman describes how when she was twelve her mother had a stillborn child which she took to be buried, wrapped in her father's coat in a cardboard box.

Another describes her home-

sickness when cutting up the papers (for the household of which she was the scullery maid), sitting in the outside lavatory on Christmas Day. Yet another says, in a matter of fact way, now she did not try to pass the scholarship exam because she had to go into service 'to give the boys a room to sleep'.

The programmes cover the period 1890-1930 and most of the speakers talk about the period in their lives that parallels that of the intended audience: 11-14 years old. References to work demonstrate the contrasting conditions most clearly. One woman remembers the feeling of panic induced by mill machinery - 'the wheels started at six o'clock and you started with them'.

Others make the contrast explicit. One man says, 'you were a slave to industry in those days'. There are no programmes specifically on class or gender, but both issues are raised again and again for the listener by the contrasts in experience, in accent, and in the way in which people draw lessons from their own past.

The last programme is entirely different. It aims to encourage students to make their own recordings, and to make them so well that they will add to the archive resources of the future. It starts with dramatization of almost the worst possible interview. This staged interviewer is technically and socially maladroit, he is unprepared, clumsy and does not listen to his interviewee at all. It is poor piece of drama, but it makes the point better than any amount of exhortation.

The second half of the tape builds on their interview to advise on technical skills. A BBC educator demonstrates acoustics and microphone technique, and recommends reel-to-reel recording. This programme could be used with advantage by anyone interested in broadcasting, the press or communication and would, one might hope, encourage a more critical look at the mass media.

The whole package is much to be recommended. It could be very useful for history and social studies but also for home economics, health education and PE.

Beginnings with backbones

by John A Barker

FILM
This is the beginning.
Part 1. The Invertebrates, 13 minutes.
Part 2. The Vertebrates, 11 minutes.

Both films 16mm colour, with sound. Produced by the National Film Board of Canada. Sales Inquiries: Educational Media International, 25 Boileau Road, London W5 3AL.

These films provide an introduction to the animal kingdom. The *Invertebrates* starts with blue-green algae as a possible ancestral form and then surveys the major groups first: Protists, Sponges and Coelenterates. Next, worms are considered, but there is no suggestion that this term covers many very different forms: Molluscs, Arthropods and finally Echinoderms are shown. The photography is very attractive, - the emergence of an adult dragonfly is particularly good - and the overall visual impact is high.

The commentary contains a number of half truths - *Euglena* captures its prey by budding, not by phagocytosis; *Hydra* reproduces simply by budding. In the section on insects a main sequence shows a water mite, which is not an insect, but an arachnid.

In Part 2 the film has fewer basic groups to cover, so it gives a more

coherent picture. The major groups of vertebrates are illustrated in a sequence on evolution and potential intermediate forms such as the Garpik, Coelacanth and *Archaeopteryx* are also included. The major features of each class are clearly brought out. Particular attributes of a group, such as the adaptation of the beaks and feet of birds, may then be illustrated in greater detail.

The photography is as effective here as in the first part, and again, the commentary is not accurate enough. The commentator makes firm statements on what is either hypothetical or just not true. Newt-like trilobites in the film, are not wholly aquatic. The respiratory, circulatory and digestive systems of reptiles are not the same as those of mammals. The Lamprey is not the ancestor of other groups of fish, birds are not derived from *Archaeopteryx*.

The visual information and the commentary are once again mixed, as in the sequence when a comment on the tails of whales is heard over a shot of swimming seals. In both film the music is and one gets a feeling of being there. The section on insects, the two films would provide a reasonable introduction to the animal kingdom for 11 to 13 year olds - they should certainly get pupils excited by and interested in the animal world.

Sound offerings

More radiovision and block broadcasts of some series to enable teachers to record while series at one go are two developments in BBC Schools Radio output this term. Most of the English programmes and some history programmes are being broadcast at the beginning of term in a block or during the first week (see Briefings for details).

New or revised series this term include *Exploration Earth* which takes a completely new approach with two new strands: 'Introducing Geography' is a basic course in essential geography ideas consisting of 12 radiovision programmes and 'Worldwide' consists of 16 magazine programmes of topical geography.

Two new English programmes encourage children to listen to spoken language more attentively. They are

Briefings

Radio and tv

Open University

Story Material from Teenage Boys
(Saturday, 06.15 VHF3)

Excerpts from stories composed by three maladjusted boys. Students analyse and identify some of the boys' difficulties in learning. *Social Life - The Oikos* (Saturday, 08.55 BBC2)

The course on ancient Greece continues with a look at the sources of evidence showing the way people lived in Athens and Attica. *Transport and Road Research Laboratory* (Sunday, 08.55, Tuesday, 18.30 BBC2)

Members of the Research Laboratory describe their work on pedestrian behaviour, the travel problems of children and the elderly. *From Widow to Woman* (Monday, 0.16 VHF3)

An examination of attitudes to bereavement and the position of the widow. The national organiser of CRUSE describes the association's work in counselling widows, in the importance of mourning and the need for rehabilitation.

Resource Development (Tuesday, 06.40, Friday, 17.40 BBC2)
Children at the Saints' County School, Bletchley develop a class resource unit. Nine year olds are seen selecting, editing and indexing. *Planning for Disaster* (Tuesday, 16.30 BBC2)

Shows the way California intends to deal with the problem of planning and co-ordinating the rescue if there is an earthquake.

The Computer and You (Tuesday, 23.15, Thursday, 00.35 VHF3)
Discusses the effect of computers on people, the changes in job patterns, and the newly created social problems.

The Social Democratic Process (Tuesday, 23.55 VHF3)
John Mackintosh, MP discusses the view that much of what 19th century socialists were seeking has now been achieved and there is no further need for revolutionary radicalism.

What's Next? (Wednesday, 18.05, BBC2, Friday, 06.40 BBC1) Some views on the probable developments of computing and computers over the next ten to fifteen years. Includes demonstrations specially filmed at the National Physical Laboratory.

For schools: pre-term week

Certain series now have to be block-recorded. These are broadcast on VHF4 between 10.00 a.m. and 3.00 p.m. from September 14 to September 18. There will be a post-term week beginning on Monday Dec 7. *Hor. doch m...* (10.00 - 10.30, also Fridays 11.45 VHF4)

All 10 programmes this term, broadcast two at a time. The series aims to provide intensive comprehension practice those who have done little German.

La France aujourd'hui (11.30-12.00)
These fourth year French programmes are broadcast every day this week only. They include dramatized sketches followed by question and answer sections, quizzes and topical themes.

De Sind wir Wieder! (14.00 - 14.30)
The ten programmes for this term are once more broadcast only during this week. Designed for pupils who are preparing for CSE and O level. *Sounds* (Thursday and Friday 14.30 - 15.00)

This new series of five minute programmes gathered together for block recording and re-transmitted during the term on Fridays (9.15-9.20), uses sounds to tell a story and to stimulate attentive listening.

Web of Language, beginning in the Spring and *Sound* described as 'five minute tapestries of pure sound'.

Also starting this term is *Electronics and Microelectronics*, BBC School Radio's ambitious series for 14-16 year olds, which is designed to introduce some of the developments which have taken place in microelectronics in the last ten years. Ten programmes are accompanied by five radiovision filmstrips and pupils' kits are available.

A school trip can open up a world of delighted inquiry, or it can be a nightmare. Victoria Neumark offers positive suggestions

The Good Museum-Goers Guide



"Why do we go to museums, miss?" Miss Williams looked down at Luther Jones. It was clear from the jamjar clutched in his hand and the fish-hook poking from his pocket that his heart was elsewhere. She smiled brightly. "Museum visits are educational," she began. She caught sight of Mr Brown on the other side of the mob of milling eleven year olds. He was waving strenuously and mouthing, "Late, the bus will be late". She wrenched her attention back to Luther. "And museums are fun, Luther, too," she insisted. Unimpressed, Luther stuffed his fish-hook back in his pocket and wandered into school. Miss Williams watched him with a frown.

At nine forty a minibus draw up, to cheers. At nine forty five a second minibus drew up, followed not more than five minutes later by a third. Mr Brown looked apologetic. "All they had, I'm afraid."

After they had been sitting in the traffic jam for twenty minutes Mr Brown remembered that he had left all the worksheets on the school wall. With a muttered word he plunged out of the minibus and sped across the road.

"I can't remember if I'm supposed to have twenty-five or thirty," whispered Mr Davies when they arrived at the museum. "This lot are new to me. I don't know all their faces."

"Where's your class list?" hissed Miss Williams. "Class list?"

It was not so much the expense, reflected Miss Williams as she purchased curly cheese sandwiches for the

eight children who had forgotten to bring a packed lunch or had spent all their money on the Space Invaders machine in the market square, as the penance of eating the aged leather items which the museum exhibited in its canteen.

It was all very difficult. She writhed with shame at the memory of Mr Danvers, the education officer of the museum, asking incredulously "But have none of you been here before?" at the moment when Alan Crofts was being sick over Beverly Green's new shoes.

Throughout his speech and guided tour, Mr Danvers had been rigid with disapproval. Later, three of Mr Davies's class were found riding up and down in the lift, which they were also decorating. "Lots of kids like the lifts best," remarked the doorman.

One worksheet between two children was hardly ideal, thought Miss Williams, gulping at her tea. Apparently Mr Brown had told the museum to expect no more than twenty children. Not for the first time, Miss Williams vowed revenge on Mr Brown. The flora and fauna of the area seemed bound to remain as much of a mystery to her as to the pupils of Blanktown Comprehensive.

Sandra Smith, co-teacher, plumped into the seat next to her. "Lovely dat isn't it, I've had a lovely time sunbathing by the Lido. I saw one of ours there, but I pretended I hadn't." She giggled conspiratorially.

Miss Williams groaned. "I saw John sinking a few in that Green Lion pub," Sandra persisted. "He looked much more cheerful. Why don't we pop over and have a quick one? The kids'll be all right, there's lots to amuse them here."

But the kids, left to their own devices, clashed with a party from their rival school, Blankford Grammar, and cuts were sustained and museum property damaged. Mr Danvers the education officer was icy. "Of course, the school will pay for the damage," offered Sandra Smith.

Mr Danvers showed emotion. "Naturally. It will be harder, however, to replace in the minds of our charges the idea that museums are boring and stupid, and full of

meaningless objects, and that a trip to a museum is the same as skiving off learning."

Ticking her charges off the list at the school gate Miss Williams noticed a blissfully smiling Luther Jones. At least one person seemed to have benefited. "Well, Luther, what do you think about museum trips now?" Beaming, Luther produced an overcrowded jam jar from his case. "Smashing miss, I got four and two snails."

You would have to be very unlucky and staggeringly inept to have as bad a school visit as this one, but it is true that very few teachers get the most out of their visits. Here are some suggestions for the optimum visit, compiled with help from Steven Cantle (ex-Science Museum), Glen Moore (Natural History Museum), Leslie Rivette (Geffrey Museum) and Gene Adams (ILEA Museum Educational Adviser).

● Work out why. A visit must have a purpose. It is no good dumping



pupils with a cheery "See me here at a quarter to four". Though a museum is a "storehouse of stimuli", the visit must be focussed by the teacher.

● Background Work. Both class and teacher must be somewhat familiar with what they are going to see. For the class, this means a few - not too many, or they will become blasé - preparatory lessons. As the people at the Science Museum point out, their

collection is full of objects of intense intrinsic interest which are in all the history books.

For the teacher, preparation means at least one advance visit, and contact with the staff of the museum. More and more museums are arranging in-service training courses for teachers, but education staff at the museums will be happy to help you arrange your visit.

● Liaison. Museum staff can often provide suggestions for what to see, as well as worksheets and perhaps lectures or lessons. In return they need to know: the size of the visiting group, their ability range, the day, time and subject of the visit. Apart from the obvious educational reasons, it is courteous.

● Length of visit. Generally, forty minutes to an hour is the right amount of time for children to spend on intensive work such as a detailed worksheet on one gallery. If this period of greater concentration is embedded in another hour or so of more light-hearted familiarizing with the galleries in the form of a "treasure hunt" or trail, so much the better. Little and often is the ideal way to incorporate museum visits into the curriculum, but if this is impractical, it is still important not to over-tire and so bore the pupils.

● Where to go. Museums are a vital resource across the whole curriculum. Whereas primary school visits are useful mostly to absorb experiences, secondary and middle school-children will be able to treat the galleries as knowledge banks. In the more cosy atmosphere of a local museum children may be able to relate more deeply to the objects. The Geffrey Museum has a Handling Collection of Victoriana which is a perfect imaginative trigger. In the national museums with grander resources, the advantages lie in stimulating wonder which adds dimension to textbook learning.

● Who to take. No-one under six, or possibly even seven. A museum is not a playground, and is also rather confusing and tiring to small children. "Why don't the animals in the cases move about?" asked one young visitor to the Natural History Museum.

Small groups with a high teacher-pupil ratio. Ten, or at the most fifteen, is the recommended size of a group of secondary school pupils, and five for primary schools. In any case, the total visit should not be larger than one class for the sake of both museum and teachers.

Many local museums, like the Odeon, have very strictly limited space. It is vital to find this out beforehand as it is simply impossible to fit children into the space for 17.



● When to go. All the museums agreed that summer visits tend to be the least successful. Both teachers and pupils more often regarded them as a day off; they are frequently overcrowded and education staff are not stretched. However, booking in advance, taking advantage of any special Project Days or Holiday Project Schemes, will ensure a good visit at any time.

● Practical considerations. As well as booking transport, toilet and refreshment facilities need to be investigated and if necessary booked. There may be table space for eating sandwiches, or children may have to bring money to spend in the canteen. It is impossible to overstate the importance of available toilets.

Boards, paper, pencils and coloured pencils for working should be brought. The museum may or may not be able to provide worksheets and if it does, it will need advance notice and possibly a small fee.

● Information. For more suggestions contact the education officer at the museum in question or Gene Adams at the ILEA Learning Resources Centre, 275 Kennington Lane, London SE11.

Remedial and special education



Foundation year

Bert Massie on the impact of the International Year of the Disabled

When it became known that the United Nations had designated 1981 as the International Year of Disabled People some claimed the year would be a failure, a waste of time and money, at best, result in patronising palliatives. With eight months of the year spent it is already clear that the sceptics were wrong. No thinking person would have expected the year to alter radically the lives of disabled people, but 1981 has resulted in several valuable and important initiatives which will have an impact on the lives of disabled people long after we have heralded 1982.

Perhaps the most valid criteria by which to measure the success of the year are the United Nations objectives. They are: increasing awareness of the needs and abilities of disabled people; the participation, equality and integration of disabled people in society; the prevention of disability; more positive attitudes towards disabled people.

These objectives are not controversial and many organizations had similar ones long before the idea of IYDP was conceived. However, the creation of a special year which focuses on disability and disabled people provided new impetus and impetus, and concentrated on concrete, achievable studies for the year. The sheet on the National Gallery, for example, gives a brief introduction to the artist and a useful reading list for further study.

The V & A's Education Department can provide introductory talks for school parties for any of the exhibits. Three of four weeks notice is needed. For some schools the Education Department provides a "Be Prepared" study session for pupils to find out if one is aware of the many fine things on display. Some of the many fine things on display are suitable for children. Information about films can be obtained from the Press and Information Office.

V & A Press and Information Office: 01-589 6371 extension 411/2/3. Education Office: 01-589 6371 ext 201.

"Faces of Glass" - a film to accompany the exhibition "New Glass". Lecture theatre, Tuesdays and Thursdays, 10.00. Admission free, duration 27 minutes. Entrance to "New Glass" exhibition 50 pence for children and 15 pence for adults.

gence, education or social maturity. The Bill, says the Government, need not be interpreted in such a way - but that is the way it reads. Local integration must take place before academic and social integration can follow.

School children have supported charitable causes for many years and some voluntary organizations depend on their generosity. They have raised a great deal of money for disabled people this year and I hope their material support will continue. A pleasing consequence of IYDP is that an increasing number of schools are also teaching their pupils about disability.

Disabled people have been invited into classrooms and disability is simulated by children to improve their awareness of what it might be like to be confined to a wheelchair, to be blind or deaf. By removing the mystique which so often surrounds disability children come to see disabled people as they really are - ordinary people who just happen to be disabled. The success of this approach augurs well for the future.

A competition sponsored by British Petroleum and the Committee on Restrictions Against Disabled People invited schools to design aids for physically disabled people. The aids produced illustrated that not only were some of the school children able craftsmen but that they had also understood the difficulties of some disabled people and how aids could help.

My winner, but not that of the judges, was a device to enable a person in a wheelchair to remove and replace a bulb in a light filament which was suspended from the ceiling. It was designed by the boys of Shrewsbury School, which also won first prize for another aid. Disability is part of life and in 1981 schools have recognized the fact and act on it.

There is now much concern about the plight of school-leavers, but many of the problems have been experienced by disabled school leavers for many years. Although the Youth Opportunities Programme claims to provide opportunities for all disabled as well as fit youngsters, disabled people have greater difficulty than their peers in gaining employment. In particular, a physically disabled child can, according to the Bill, be deemed to be in need of special education because here is a step at the front of the school which he cannot climb and regardless of his intelligence, education or social maturity.

It could be argued that disabled school leavers have not gained the same benefits from IYDP as other sectors of the disabled population. Nonetheless the voluntary sector is aware of the difficulties which face disabled young people and has taken action, although the results of initiatives taken will not be felt this year.

The Royal Association for Disability and Rehabilitation is about to start a research project in collaboration with the University of Aston into the employment needs of disabled school-leavers and how those needs can be met. This project will also attempt to define precisely what "significant living without work" really means. The best many unemployed disabled people can hope for is a place at a local authority day-care centre and although there are many good centres the value of others must be questioned.

The IYDP Employment Group is investigating day care provision for disabled school-leavers. Its provisional findings appear to indicate that such provision should be arranged to give disabled people more rather than less control over their lives. 1981 will not bring the much needed changes in this neglected area but it will be the year in which a start is made to achieve the required changes in the early 1980s.

There is insufficient space to describe the countless initiatives which have been taken in various parts of the country to involve disabled people in the life of the community but a great deal of action has been taken. Many buildings have been made accessible; an impressive example is Leeds Castle in Kent which was adapted as a direct response to IYDP. Theatre Groups have staged plays on disability. The list of activities is very long.

I do not believe it has all been a waste of time. Public awareness has been increased, greater integration of disabled people into society has been achieved. The task now is to ensure that impetus does not stop at the end of December because for disabled people every year is a year of disability.

Bert Massie works for the Royal Association for Disability and Rehabilitation, but the views in this article are not necessarily those of the Association.

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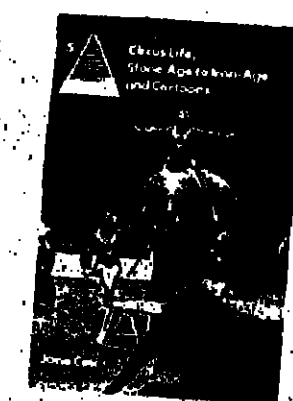
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Looking through the Glass

Peter Dormer surveys events at the Victoria and Albert Museum this summer



"His and Hers" amber tinted blown glass by David Kroeger

New Glass: the largest show of modern glass ever mounted, is fortunately sited near the main entrance of the V & A and is therefore easier to find than many of their excellent special exhibitions. This major show of glass craft and art (until October 11) is well worth using as a teaching resource with older children and students because it provides an easy opportunity to see the problem of design and function versus art. Moreover, with such various objects as ovenware and glass Pop Art, there is much to delight as well as a fair amount to grapple at.

As for the art versus function debate, there are plenty of examples to discuss. They include a grey-tinted glass bowl from Czechoslovakia, which sits quietly, suggesting mystery and a hint of science-fiction.

Less wonderful to look at is a horror from West Germany called "Overboarded Dream". This phallic-shaped, saw-toothed, Freudian piece is presented as art. Doubtless it is humorous as well as horrible, but it is really a bundle of clichés - bad, banal art. In contrast there are other objects, such as a shallow bowl by E. A. Barbini of Italy, which are both functional and beautiful.

This exhibition shows how glass has been adopted for art. Americans have been particularly inventive in their use of the material, though they have also taken the Pop Art of a decade ago for ideas. There is a lot of Jasper Johns in glass - stars and stripes in a piece called "Young American", for example, and a free-standing sculpture of glass coathangers. Another question that "New Glass" raises is the one of appropriateness, just because something is

technically possible using a certain material does not mean that it is appropriate for that material. In the end this show is dominated by vulgarity - like the "His and Hers" glass illustrated here.

The scale of the V & A does not merely extend to its maze-like layout; it includes its capacity for acquisition. The museum owns, for example, 300,000 photographs. For the last eighteen months it has toured a select exhibition of nineteenth and twentieth century glass in a show called "Old and Modern Masters of Photography", which has now returned home to the V & A until October 4. The photographs shown are, in the main, as they left the makers' hands, and examples extend to the end of the 1970s.

"Jarrov 1976" shows a skinhead

staring on a wall, his knees pulled hard against his chest and head, his face and hands screwed up. The catalogue says this boy is "Heir to the boy in Bill Brandt's coalminers (also on show) of forty years earlier".

The exhibition of fifty-seven works includes examples by Julia Margaret Cameron, Edward Weston, Don McCullin, and William Klein, who has a spectacular print called "Railway Station, Moscow, 1959". This show is packed with interest and anecdote, demonstrating the fact that the print themselves must be seen.

Thinking practically in terms of visiting exhibitions to use there is another show, "The Art of the Book" (until September 30) which could be used with pupils who are likely to choose the book cover illustration

option in a GCE art examination. A number of cover designs and illustrations by masters of the art are on display - to begin with, the Persian covers of the seventeenth-eighteenth centuries. More recent works include illustrations by Rackham, Sutherland, and an astonishingly beautiful lithographic illustration by Pierre Bonnard. This is not only a demonstration of drawing but an excellent example of good layout and composition.

Until the end of 1981, the Textiles and Dress department is exhibiting "Tapestries for the Nation", which shows seven modern tapestries, including "At a Window" by Archie Bramham, 1973. From September 9 until November 8 there is an exhibit-

tion of modern Japanese lacquer art. Of course, apart from the success of exhibitions such as these there are very important permanent collections of fine and decorative arts.

To help the student and pleasure viewer derive more interest and pleasure from such collections as the Constable sketches, the V & A produces several series of publications such as the "Masterpieces" sheet. The sheet on Constable, for instance, is nicely produced and illustrated, and concentrated on Constable's studios for "The Hay-Wain" (held by the National Gallery). The sheet gives a brief introduction to the artist and a useful reading list for further study.

The V & A's Education Department can provide introductory talks for school parties for any of the exhibits. Three of four weeks notice is needed. For some schools the Education Department provides a "Be Prepared" study session for pupils to find out if one is aware of the many fine things on display. Some of the many fine things on display are suitable for children. Information about films can be obtained from the Press and Information Office.

V & A Press and Information Office: 01-589 6371 extension 411/2/3. Education Office: 01-589 6371 ext 201.

"Faces of Glass" - a film to accompany the exhibition "New Glass". Lecture theatre, Tuesdays and Thursdays, 10.00. Admission free, duration 27 minutes. Entrance to "New Glass" exhibition 50 pence for children and 15 pence for adults.

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extra Parliamentary workings

An account of the passage of the 1981 Education Bill through Parliament between January and July

● May 1981 - "Report of the Committee of Enquiry into the Education of Handicapped Children and Young People" (The Warnock Report).

● August 1981 - The Government issues a white paper "Special Needs in Education". The document accepted the recommendation of the Warnock Report that the system of special education based on categorization of handicap should be replaced by the broader definitions of children with special educational needs (SEN) for whom special educational provision (SEP) was to be made. This definition was estimated to cover approximately 20% of the whole school population including 7% at present in special schools. The white paper accepts the principle of integration of children with SEN into the ordinary school system wherever possible.

● The introduction of the Bill coincides with the beginning of the International Year of Disabled People and the Bill is the Government's main contribution to the Year.

● January 1981 - The Government's long-awaited Bill on provision for children with SEN.

● The Bill replaces the system of categorization by handicap with the new concept of special educational needs. It imposes duties on L.E.A.s to identify, assess and make provision for children with SEN and where SEP is required, to make and maintain a statement for each child.

HOUSE OF COMMONS - SECOND READING

● February 2 - 1981 MPs have their first opportunity to discuss the Bill.

● The Government declares that the purpose of the Bill is to establish a legal framework for education for children with SEN based on the recommendations of the Warnock Report. The major criticism of the Bill is that integration of children with SEN is to be carried out without the allocation of extra resources. Neil Kinnock's analogy of the Bill to Brighton Pier, "good as far as it goes, but not much of a way to get to France" illustrates the concern of many MPs about the omission from the Bill of 3 of the priority areas in the Warnock Report:

1. Provision for the under 5s.
2. Provision for 16 - 19.
3. Teacher training.

HOUSE OF COMMONS - COMMITTEE STAGE

● Under a new procedure, the Standing Committee is allowed to question expert witnesses in the field of special education.

Miss Mary Warnock sees a danger that integration may be seen as a cheap option and is concerned that L.E.A.s should not be allowed to close schools without making full provision for educating children with SEN in ordinary schools. She suggests that specific short-term grants should be given to local authorities to start provision. Baroness Young says that substantial progress can be made from existing resources and redistribution of funds as a result of falling rolls. She does not consider it necessary to establish a National Advisory Committee or agree that parents should have full access to professional reports on which statements were to be based. The voluntary organizations stress the need for adequate teacher training and strong support for the idea of a named person to advise the parents. The teaching representatives stress the importance of adequate support services.

● The Standing Committee has a further 9 sessions in which they examined the Bill in detail.

● It is agreed that a duty should be placed on the health authorities to notify the L.E.A.s of the existence of any child who may have SEN.

● The Government accepts the concept of the Named Person as an advisor or advocate to the family and it is agreed that this should be incorporated into the Bill.

● The Government agrees to an

amendment to allow parents to be present during the examinations to determine if there were special Educational Needs. There is "Detailed debate about the rights of parents to see information and the Minister agrees to look at this problem again."

HOUSE OF COMMONS - REPORT STAGE

● A new clause places a duty on health authorities to inform parents if their child is handicapped and to draw the attention of the appropriate education authority to the child. This applies to children under the age of 5. The Government agrees to consider this clause and consult with the DHSS.

● The Government amendment to clause 6 gives parents of child under 2 an absolute right to assessment.

● The Government rejects clause which states that parents should be informed of local support organizations.

● Dr Boyson argues that clause 1(2)(b) is not intended to result in children with access problems being placed in special schools.

● Government amendments to clause 2(1) and clause 10 extend the provisions of the Bill to children of 16 - 19 still at school. The Bill does not cover those at institutions of further education.

● A Government amendment to clause 3 ensures that parents are consulted when education provision is made for a child otherwise than in school - ie, in hospital or at home.

● Another Government amendment increases the period in which parents could make representations to an L.E.A. after they had been informed that an assessment was to be made from 15 to 29 days. The period parents have to wait after requesting an assessment is reduced from 12 to 6 months.

● Parents' access to report is debated. The idea of the Named Person as an intermediary is rejected and the Government, whilst refusing to allow open access, agrees to consider the idea of a face-to-face interview with professionals.

● The Secretary of State says that he has not closed his mind to a National Advisory Committee but did not see it as a necessity at present. Under pressure from several MPs he agrees to call a national conference of professional and voluntary organizations.

● There remain several areas of concern particularly:

1. The resources question
2. FE provision
3. Teacher training
4. Appeals procedure
5. Access to professional reports on which statements are based.

THE HOUSE OF LORDS - SECOND READING

● 23 June 1981 - Second reading. Introducing Lady Young says that most of the children covered by the Bill were already being educated in ordinary schools and she does not envisage a large scale transfer from special schools when the Bill became law. It was unnecessary to restrain teachers in these circumstances.

● Lady Young argues that the Government expenditure forecasts allowed for broadly level funding for special schools over the next few years despite the fact that pupil numbers were expected to fall by 10,000. This and a reappraisal of the deployment of existing resources would allow L.E.A.s to make "modest improvements in their special educational provision".

● Lady Young says there are already powers to provide teachers for adult training centres and it is unnecessary to include this in the Bill. She considers that it would be premature to include legislation on SEN within further education in the Bill.

● Lady Young gives an undertaking that guidance would be issued to L.E.A.s to be as frank as possible with parents.

HOUSE OF LORDS - COMMITTEE STAGE

● Committee Stage - 6 and 17 July 1981.

● An amendment to make at least

one school in each area equipped for children who did not have learning difficulties but need some form of positive intervention is lost.

● An amendment laying a duty on L.E.A.s to submit a plan for development of SEP for the next 5 years within a year of the Bill becoming law is lost but the Government agrees that guidance should be given to L.E.A.s in determining the criteria for SEP in their area.

Unsuccessful efforts are made to include further education provision in the Bill in the interim before legislation on the whole of further education comes into force.

● Lady Young adds that she hopes a conference to discuss the need for a National Advisory Committee would be held in early 1982.

HOUSE OF LORDS - REPORT STAGE

● Report Stage - 30 and 31 July 1981.

● Baroness Young moves an amendment which gives parents the right to a face-to-face interview with "an official of the authority", if they disagreed with the statement on their child. The amendment is agreed.

AREAS OF OUTSTANDING CONCERN

● There are three areas of outstanding concern:

1. Teacher training - the Government's lack of commitment of resources.
2. Further education - until the new legislation on FE comes into force.
3. National Advisory Committee - the Government's lack of commitment despite national approval for this.

● The Bill will return to the House of Commons for its final stages after the recess.

Judith Cottrell

The Practice of Special Education

Edited by WILL SWANN for the Open University

The articles collected here, half published for the first time, are concerned not just with the abilities and disabilities of children but also with the successes and failures of the education they receive. Viewing handicap not as a defect suffered by individuals but as a product of their relations with their environment - an idea with profound implications for education - they seek to place special provision in its social and educational context.

The book is arranged under the following headings: Handicap: the individual and the environment; The History of Special Education; Varieties of Special Provision; Parents, Children and Professionals; Power and Policy in Special Education; and Research, Theory and Practice.

The Practice of Special Education has been prepared for students taking the Open University course "Special Needs in Education" (EN41) starting in February 1982. It will also be used elsewhere for courses on special education.

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extra Within Warnock guidelines

Stanley Segal assesses the Education Bill

In our complex society there is no shortage of contradictions. Whether we view the 1981 Education Act as the firing pistol at a new starting line, or as the beckoning image of a distant finishing post, we are now all within Warnock guidelines; handicapped in different ways, but all looking towards Warnock goals.

Different people will see different omissions from the Act. The shackles upon progress are certainly heavy. There is no square confrontation of the three priority areas - under fives, over 16s and teacher-training - which unquestionably require resources. But in discussing the implications of the Act we are discussing our complex society, its shifting values, its resources, its variable social climate, its priorities, its attitudes to those within it whom it acknowledges to be handicapped, its own handicaps as it strives towards becoming a more humane society, and above all, the creativity of positive, informed, and caring people within it.

Unique as it is, our society operates within a context. Its new Bill is neither an Auto-Act, nor one which functions in a vacuum. It is helpful to keep in mind for example, that it was UNESCO which launched the International Year of Disabled People; Unesco which is helping to educate, inspire, embarrass, and encourage decision-makers throughout the world into a reconsideration of their attitudes towards their handicapped fellows.

Not everything that ails our society is due to economic ills, nor was everything resolved in the good old days when more money was more generally available. Some even argue that our current economic ills are consequences rather than causes of a shortage of compassion. Implementation is not dependent solely upon the material resources which the Government devotes to this area.

One measure of the mental health of our society is the obvious keenness of the present Government to see the Act brought into effect this year. The degree to which the principle of compassion operates here is demonstrated in the fact that the Secretary of State for Education and Science has not only saved special education (at a time of fierce cut-backs) but also has allowed it a little room for development. But in this growth area with huge waiting lists, notably of children with serious emotional problems, the DES perspective falls considerably short of Warnock's vision. Warnock sought to bring appropriate help to each child with learning difficulties, to the 20 per cent, rather than the acknowledged two per cent.

The attempt to protect special schools and classes from the axe takes place within a context. An international trend towards normalisation and integration has been influencing professional opinion here. Nonetheless alarm is growing as the cuts all round the special sector threaten both future and existing provision.

As we attempt to consider the implications of the new Act we have to acknowledge that existing Acts are not always being implemented. One colleague recently described a

harrassed official in his authority urging head teachers of special schools to disguise from parents the legal rights of young people aged 16-19 to education. But these are not implications of the Acts. The Acts are enablers for those prepared and able to implement them.

Is the 1981 Act likely to prove ineffective? Will it prove to be no more than cosmetic - to quote the instructive evidence given to the Parliamentary Special Standing Committee by Mr Jack Springett (AMA) - the kind of a bill a civil servant would produce to help a Minister who was "in the position of wishing to be seen to be doing something in response to the Warnock Report"?

More seriously still, will the crushing squeeze of economic constraints coupled with the trend towards integration, prove a retrograde, damaging influence, encouraging desperate or slow-learning authorities to use the Act as an excuse for eroding existing special provision in pursuit of an ersatz-integrationist policy?

Integrationists will draw little comfort from the crumb in Mr Springett's criticisms of the Bill: "The measure may do some good on the margin. It may encourage authorities that may be less progressive in their attitudes towards the matter than towards others, to do better. On the other hand there is a considerable danger that the Bill may raise expectations which could not be fulfilled."

Does this mean that those who campaigned since 1966, first for an enquiry into the entire area of special educational needs ("Why no Ploviden for the Handicapped?"), and then for the implementation of the Warnock recommendations, wasted their efforts? Will the staff of special schools be driven inwardly? This is possible, but unlikely. Parents and teachers of the severely handicapped will be the least likely to be frozen into inactivity by an economic climate with which they are only too familiar.

Just as the wider public has proved able to exert an influence upon special education, so special education can exert an influence upon a wider public. Already the realignment of Menapah and other voluntary organisations has lessons for us. The pressure arising by the Department of Health and Social Security of the National Development Group for the Mentally Handicapped has provoked an impressive response. An Independent Development Council has been set up under the Chairmanship of Brian Rix.

If this Council has obvious weaknesses compared with the NDG, it also has important advantages; notably, it is not restricted to Ministers of one Department, the DHSS. The needs of the indivisible person can be squarely confronted throughout. Strategic advice will now be offered to all relevant government departments and other concerned bodies on policies for the development of services and how best to implement them.

As MIND reported, "the third reading contained a number of amendments which allowed a reconsideration of the main issues". Both sides acknowledged the importance of resources, though within different time scales.

It probably came as a surprise to those who sought to include in the Bill the setting up of a National Advisory Committee on special educational needs, to find that the powers to do so already existed in the 1944 Education Act. Such an advisory committee would liaise with different departments to ensure proper coordination of special educational provision; advise and consult with L.E.A.s on provision for meeting special educational needs; draw up guidelines and examples of good practice; monitor the workings of a

continued on next page

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continued from previous page

Act; and coordinate research. An implication here must be that should the DES fail to set up such a committee, our own organizations will prove at least as capable as the voluntary organizations which have set up their own form of NDG. Moves in this direction have already been initiated by the National Council for Special Education.

The greatest progress has probably been foreshadowed in decisions now reached on pre-school provision. The magic starting line at two years of age has been erased. Successful amendments to the Act have brought hospitals and education authorities closer. The concept of multi-agency "substantial contribution from the health and social services" (DHSS handbook on Care in Action).

We can anticipate professionals from health, education and social services having a wider range of inservice courses accessible to them, and sparking off new initiatives. Similarly, we can anticipate a range of professional organizations opening up their courses to other professions. The emergence of the Association of Professionals for the Mentally Handicapped during the 1970s was no accident. We can already see moves on the part of special education organizations to reconsider their roles and their labels in the light of Warnock. There is little doubt that the 1980s will see important organizational changes in this respect.

With regard to the 16-19 year age group, important adjustments have taken place in a number of FE colleges, and the work of the Hester, Adams Research Centre in Manchester has been invaluable at both the pre-school and post-school stages. It is easy to forget the long campaign that preceded the setting up of the Hester Adams Research Centre - again through voluntary effort.

The logic which led to the extension of the educational umbrella ten years ago to children who were mentally handicapped, should no doubt lead to equal public support for the extension of the educational umbrella to adults in Adult Training Centres. The most serious weakness relates to their priority, the supply and training of appropriate staff - including in-service training for the existing profession.

We have no right to expect teachers to be more moral, more enlightened, more self-sacrificial than MPs or than the rest of society in their consideration of the needs of handicapped children.

However, there has been a significant groundswell of understanding of the issues. Among the positive signs are the use of the new Special Standing Committee procedure in the House of Commons to examine witnesses for the "non-controversial" issues; the publication in Hansard of their evidence; the work done by MPs of all parties; the fact that MPs from all parties put down amendments to the Bill; the novel step by Neil Kinnock of bringing together in the House representatives of all relevant organizations to discuss and help frame suitable amendments.

As our professional organisations resign their forces and maximise their collective strengths they will find new ways of cooperating both with each other and with the positive forces turning inwards; we can expect them increasingly to be seen as springs of inspiration and back-up support to enlightened teachers within ordinary schools. Many ways of providing co-ordinating short service courses will no doubt be found.

The National Union of Teachers Committee on Special Education has more than half a century of experience behind it. Our professional organizations will not be idle. The National Council for Special Education has already booked Nottingham University and 1985 for an international conference on progress, problems and priorities; and the organization already within the Joint Council for the Education of Handicapped Children are considering ways of concentrating and coordinating their collective strengths and ideas. The new focus of creativity in this field. The bill will be passed, but its implications depend upon us.

Broader remedies

Charles Gains and Jim McNicholas on new directions for remedial education

The recent urban riots were predictable but traumatic. Many of the youngsters involved would almost certainly have been considered learning failures, recipients of remedial education in the past or present. If so, they may well have been fed on the traditional diet of remedial exercises in circumscribed basic skill areas. It seems a good time to ask whether these methods significantly alter attitudes, or merely improve the quality of graffiti on city walls.

Remedial education has made considerable adjustments to circumstances during the last ten years, although efforts tend to be both isolated, and dependent on individual entrepreneurial skills. The economic situation has restricted the development of new strategies, and it has also been used as an excuse for inactivity. At the same time the Warnock Report and various DES pronouncements are drawing attention to a very much larger group of children, up to one third or more in many secondary schools, who suffer from mild learning difficulties and are possibly even more disenchanted with what schools currently offer. They can equally be said to need remedial help in the broadest sense of the word.

Remedial education owes a great deal to the pioneering efforts of Fred Schonell and others in the forties and fifties. From humble origins it has blossomed into a massive service comparable to the American compensatory education programmes. Unfortunately, remedial education has never been subjected to a comprehensive evaluation. It is thus an easy area to attack, and the economic cuts have fallen disproportionately upon it. Among remedial teachers there is an uneasy feeling that the Schonell legacy has run out and there is little to replace it. But this feeling can be offset by considering the efforts of the National Association for Remedial Education.

In its seventeen years of existence, NARE has pioneered developments in remedial work and given clear pointers to the future. For example, in 1978 remedial education was redefined as "... that part of education which is concerned with the prevention, investigation and treatment of learning difficulties from whatever source they may emanate and which hinder the normal educational development of the student" (NARE Guidelines No. 1: Report on In-Service Training).

Significantly, the word "prevention" has entered the vocabulary of remedial teachers, which suggests that operations should shift from isolated "remedial" corners of the school into mainstream activity. Similarly the phrase "from whatever source they may emanate" is a contemporary ring. It suggests that emphasis be placed as much on environmental and affective factors as on the more easily discernible cognitive deficits.

Recently, but even more boldly, NARE has offered a tantalizing "job description" for remedial teachers (NARE Guidelines No. 2: The Role of Remedial Teachers, 1979). This envisages a five-fold responsibility: assessment; prescription; teaching; therapy; support and liaison. Few teachers would currently have such a wide degree of responsibility, although there are encouraging developments.

During the past twelve months, NARE has circulated a questionnaire to remedial departments in secondary schools. It shows that only about 13 per cent now consider themselves solely concerned with literacy skills. Almost 40 per cent consider themselves to have an active counselling role; while nearly 50 per cent are involved in teaching social and life skills. Remedial teachers are represented on decision-making committees and are approached for their help on a wide variety of issues, not the least of them being the bright under-achiever. An "everlasting trend" is under way, but an even more rapid growth.

The combination of the information explosion, the rapidity of change, and a deteriorating economy, are combining to drive the traditional curriculum towards extinction and to create a feeling of helplessness among today's youth. Like policemen and social workers, remedial teachers tend to be at the sharp end of such feelings and to experience similar difficulties in sustaining enthusiasm.

With little help or guidance there is a temptation to retreat into well-trodden patterns of work, and to reiterate the clichés regarding staffing levels, sparse resources, lack of support, etc. and much of what has passed for remedial education has had more to do with clinics than with the world outside.

Remedial education needs to concern itself with the whole child, the total curriculum, and the world beyond the school gates. Several new directions present themselves.

● **Labelling.** Remedial education has a great many pointless terms such as "backward", "retarded", "slow learner", and so on. A poor grasp of literacy skills has often been attributed to stupidity. Kenneth Weber in *Yes, They Can!* (Open University, 1978) urges us to develop the students first, so that they will be better able to learn the skills they need.

● **Early Identification and Treatment.** Prevention is obviously better than cure, and one would hope to see some of the more inspired remedial ideas and techniques percolating down into the nursery and infant classroom. Teachers need training in the use and interpretation of observational data to formulate individual programmes of work.

● **Parental Involvement.** In *The Hard Wave* Alvin Toffler says, "Parents willing to teach their own children at home should be aided by the schools and not regarded as ferals or lawbreakers... parents should have more, not less, influence on the schools". One of the most encouraging developments recently has been the effect on schooling of parental involvement. The Haringey Reading Project (reported in the TES, 16.1.81), illustrates how effective parents can be in the reading process, given only minimal help from the school. The fact that a specialist reading teacher did rather badly in comparison only emphasizes the need for remedial educators to review their positions.

● **Remedial Work Across the Curriculum.** This approach is very much in its infancy. Remedial teachers work with subject teachers to devise techniques to teach basic skills, study skills and thinking activities.

● **Social and Life Skills.** This growing area sees the necessity for a practical approach that includes personal and social adequacy; employment and unemployment; and leisure pursuits.

● **Computer-aided Learning.** A major computer is certain to have a major effect on remedial work. Many traditional remedial techniques can easily be transferred to a machine, releasing teachers for more personal contact, counselling and tutorial work.

● **Institutional Change.** Radical institutional changes are needed. Remedial departments often have the same rules and hierarchies as traditional subject departments. Remedial education should be a comprehensive strategy for alleviating learning failure, and this will only be successful if there are willing to experiment with structures and personnel.

One of the most encouraging aspects of current educational research is the discovery that schools can have a significant impact on children's development. Major research in remedial education is needed to validate the emerging trends. Accelerating change will bring even more dramatic progress before the decade is out.

Work is the goal

Richard Stowell on the further education, training and employment needs of handicapped people

At a time of great economic and social uncertainty some comfort can be taken at the way further education is re-creating, some might say being forced to respond, to new demands being made upon it.

In this context, the launching of a new Consultative Document on the further education, training and employment needs of handicapped people, in the very week when major riots were erupting in Toxteth, Brixton, and a dozen major cities, does not appear to be the bad thing it might at first appear. But it is the attitude of many who remain "by, when there are more than three million able-bodied unemployed, should a special consideration be given handicapped people?"

The Warnock Committee has firmly laid to rest any official view that either the mentally handicapped or the severely physically handicapped are incapable and unemployable. But this view is to some extent implicit in the ways we, as a society, approach the education, training and employment needs of handicapped people, in the face of the devastating ignorance of those needs among otherwise intelligent and enlightened people and in the policies of those who will integration in education as an end, but refuse to will the means.

Writing in *The Sunday Times* recently, Mary Warnock has reminded us of how little progress has been made since her Committee reported. "We have," she says, "much to learn. The first lesson, and the most difficult, is that for the disabled education is more, not less, important than for other people; and that they need more of it. At the moment the teaching profession only half-believes this. The social and medical professions believe it not at all."

The importance of education to handicapped people has always been a major theme in the policies of the National Bureau for Handicapped Students, and its first major policy statement, "An Educational Policy for Handicapped People", published in 1977, emphasised that education should be a right for all.

The Bureau's new Consultative Document "Further Education, Training and Employment Opportunities for Handicapped People" is a logical extension of the earlier policy statement. Most importantly, however, it gives expression to the view that, courses in "significant living without work" notwithstanding, one of the most important values of further education and training lies in extending employment opportunities.

The unemployed rate among registered disabled people is over twice that among the able-bodied, and in some areas of the country it reaches 80 per cent. There is undoubtedly scope as a result for the view that handicapped people are unemployable, or that, at least, not too much effort should be put into finding them employment. Here the danger is uncompromising: "It is the firm belief that the great majority of handicapped adults, despite their handicap, are congenitally or acquiredly at any stage in life, are making a useful contribution to society, and on the same terms as the able-bodied."

This might appear to some to be a relatively uncontroversial statement. In fact, the experience of the Bureau indicates that this would call for a radical change in the attitudes of those concerned with education, training and guidance and, in particular, employment.

The implications of this radical change are felt out for central government, local education authorities, the MSO and colleges and, not least, for parents and trade unions, who, the Bureau believes, should become much more involved in the advisory committee concerned with the employment of handicapped people.

The Consultative Document calls for a much improved setting and guidance and support services for handicapped people. In the last two years

before the end of compulsory schooling, every effort should be made to test and assess the motor, manual and mental skills of every handicapped student and relate these to opportunities for further education and normal employment. Above all no premature assumption should be made by parents, doctors, school and careers staff, that any child will never be able to work in any way or benefit from further education.

When further education and employment is deemed possible, as it should be for all but the tiny minority of mentally and physically handicapped young people, the Consultative Document offers guidelines on the various options open to the school leaver. It comes down firmly against staying on at special school or moving to day units and sheltered workshops wherever this can be avoided. Special schools only serve to accentuate the differences between the disabled and other young people.

The ideal goal is a normal sixth form, or normal further education, where possible entering through the usual open access policies of the college and following the same either vocationally-orientated or general courses. Many children from special schools, will not be ready to make the abrupt change to the adult atmosphere of further education college and hence there is a need for a much greater emphasis on bridging and second stage link courses to be developed between college and school.

When employment is contemplated, the Document makes the point that many Youth Opportunities schemes are as relevant to handicapped young people as they are to others. Work experience placements, in particular, can be suited to handicapped trainees and Work Introduction Courses can be a useful vehicle for assessment, and improving independence and motivation. Above all the Consultative Document calls for more flexibility in MSC schemes, and the abandonment of the principle that ultimate employability should be an important criterion in deciding placement on MSC schemes.

In some areas of the country great strides have been made over the last few years, in running special courses for ESN school-leavers, developing link courses and accepting physically handicapped students on ordinary courses. But we have hardly even begun to explore the possibilities for education and training in the further education sector for those disabled in adult life. It is often too readily assumed that a newly disabled person will no longer be able to continue in the same job, even with some adjustment to the working environment, but for those forced to seek other work, it may be imperative to learn new skills if the person is to widen his or her employment opportunities. A period spent in non-vocational further education may be crucial in preparing a disabled adult for the demands of vocational or academic work.

The implementation of comprehensive services for the handicapped will bring a need for more sophisticated training programmes for professional staff in all relevant services, but not least in the teaching profession. For this reason the Bureau has given priority in its research programme to a study of the current training of further education lecturers called upon to teach handicapped students.

The TUC recently convened a national conference at which union delegates and disability organisations were able to discuss points of common interest, and it is encouraging too that the TUC General Secretary Len Murray has welcomed the Bureau's Consultative Document.

Ultimately, however, it is the attitudes of individual employers that is crucial, their willingness to select handicapped applicants for vacant posts, and the willingness of trade unions to keep on newly disabled employees, and the willingness of employment prospects and working conditions of handicapped people are fundamental trade union concerns.

Richard Stowell is Director of the NBS.

extra

Parents' problems

by Jenny Oldfield

One Child, By Torey L. Hayden
Sovereign Press, £6.95

The Special Child: The Education of Children with Special Needs. By Barbara Furneaux
Penguin £2.25

Assessing Problem Children: Issues and Practice. By Masud Houghugh, with Caroline Dobson, John Lyons, Andrew Muckley, and Michael Swainston.
Burnett Books, Hardback £10.95, Paperback £5.95

Unwillingly to School: School Phobia or School Refusal. By Jack H. Kahn, Jean P. Nursten, Howard C. M. Carroll.
Pergamon Press, Hardback £12, Paperback £5

How often the problem with maladjusted children seems to lie with the parents. It's the constant question behind all the accounts. Why did Sheila's mother in Torey Hayden's book, *One Child*, abandon her at four on the middle of a freeway, with multiple fractures? Why did her father never wash her urine-soaked clothes? Why did he whip her, and allow her uncle to sexually assault her? Sheila is an underprivileged and abused as it's possible to be. At six, she looks three, babbles resentfully in the "crazy" class corner until she lashes out with fists and teeth or wreaks revenge on pet goldfish by gouging out their eyes. She's awaiting a hospital place, having set fire to a three year old boy.

Thus far she is by no means unique. Her intelligence, however, rated as an IQ of 180, sets her apart from the other "crazies". Peter, with a deteriorating neurological condition, suicidal Tyler aged eight going on fifty, Susannah Joy, poor ineptly-named child, a schizophrenic who hates the sight of blood, Torey Hayden concentrates on Sheila as a potential success story.

She recalls, seven years later, verbatim accounts of her struggles with Sheila. The style is plain, spilt by colloquialisms and occasionally patronizing. Though Ms Hayden softens the case histories by recounting her own emotional reactions. As a narrator she gets in the way of the issues, except in the horrific assault, when the child endures her torture silently and only an urgent dash to hospital saves her life.

Being good is implicitly defined as being tame, an unfortunate association which suggests that gaining love and respect is little more than a barter system for us all. The causes of Sheila's paper-phobia, her peculiar grammar, her attack on the boy are unthought. "There were more important things to worry about" than the "mysterious and ultimately academic why".

Academic questionings may have more to offer than subjective accounts. Barbara Furneaux's children at Linden Bridge School are described in *The Special Child*, a book in which professional competence, solid information, political awareness combine for a more enlightening study. Barbara Furneaux recognizes that the child's need is not for an unreliable mother-substitute, who vanishes at the end of term, but for more general social acceptance of the maladjusted and handicapped.

She describes the shortcomings of subnormality hospitals, the inadequacy of GP training, the lack of communication between local authorities and parents, and society's refusal to site hostels and training centres in residential areas. Hospitals house 4,000 mentally handicapped children, many there solely because "the hospitals are there". They suffer inhumane routines and impersonal treatment, toileting en masse, ill-fitting clothes, uniform haircuts.

How many experiments like the Brooklands or the Wessex do we need before proposals are made?

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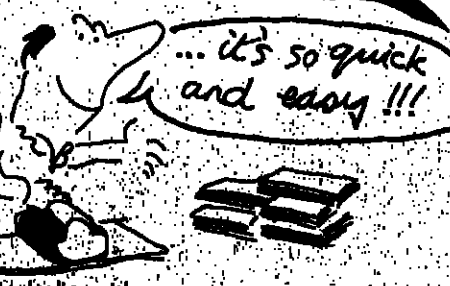
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extra Clouded experience

Maureen Oswin on the deprivations of children in long-stay hospitals

The simplest educational theory is that children learn from their experiences, but until recently, policies for the residential care of severely mentally handicapped children seem almost to have ignored it. During the 1950s, the late Professor Jack Tizard made an outstanding contribution to knowledge about handicapped children. He proved that their abilities were grossly impaired by poor care in overcrowded institutions.

In the "Brooklands Experiment", a small group of very severely mentally handicapped children were removed from the wards of a long-stay hospital to a small hostel, where they were cared for by trained staff. Professor Tizard recorded the development of the children. Their skills and social development improved substantially when there was continuity of caring staff, individual attention and opportunities for play, and a homely environment. This offered an explicit message for planning services.

At the time of Professor Tizard's work there were 12,000 children living in long-stay hospitals. Today, there are fewer than 3,000 aged under 16. They are in mental handicap hospitals after being admitted for some "social" reason, such as having sick parents or poor housing, or because their parents have died, and not because they are in need of such care.

The drop in figures from more than 12,000 to fewer than 3,000 represents too gradual a change in social policy. The changes have been brought about by persistent campaigning by pressure groups — notably the Campaign for Mentally Handicapped People, the Spastics Society and MIND — and by changes in public attitudes towards handicapped people.

Tragically, these changes have not resulted in thousands of children being discharged from long-stay hospitals, only in reduction of admissions of children under 16. The majority of the children who were

living in hospitals in the 1950s, 60s and 70s have remained in hospital, and have grown up to become statistics for long-stay adult patients. The 3,000 children who are in hospital now risk becoming the adult statistics of the 'nineties' unless plans are made to ensure their discharge into the community within the next two to three years.

Why have successive governments failed to help children living in mental handicap hospitals? How is it that 30 years after the closing down of the large public and charity orphanages for ordinary children we still maintain state institutions (misleadingly called "hospitals") to accommodate mentally handicapped adults and children?

Ann Shearer, in her book *Handicapped Children in Residential Care: a study of policy failure*, points out that legislation for children has consistently excluded those who are severely mentally handicapped. Reforms gained for ordinary children having to live away from home, for example, have never been equally applied to mentally handicapped children in long-stay hospitals.

This kind of injustice continues because very severely handicapped children are always vulnerable to the mystique of "medical and nursing care", and many people believe that hospitalization is in the children's interest. This peculiar faith persists even though the institutionalisation of children goes against all our current understanding of child development and the importance of secure family care.

The environment provided in most mental handicap hospitals has improved in the last twenty years, but there is no reason to suppose that the quality of care has kept pace with the decor. In the 50s, deprived children in long-stay wards nodded, sucked their fingers and chewed their cuffs beside windows without curtains and on bare floors; in the 80s, a new generation of deprived chil-

dren do the same things in brightly furnished rooms. Some of the new mental handicap hospitals opened in the late 70s cost £1m a year to administer but still fail to offer good child care. The deprivations are now dangerously hidden beneath the ostentatious furnishings.

Researching the quality of life for children living in hospital during the late 70s, I found that whether the hospitals were old or new there were bizarre forms of care, and deprivations, that could create further handicaps. Children were left for hours without being spoken to or even touched. Blind children were sat all the evening in front of television. Adolescents were ready for bed at 4.30 pm, many had not been outside the hospitals for years, and some were excluded from school even though this contravenes the 1976 Education (Handicapped Children) Act.

Some of the children were so deprived of mothering that they resorted to cuddling each other in their despair. Their peculiar habits, often dismissed as part of their mental handicaps, had been caused by lack of personal attention and play. They might be pulling at their jumpers until they found a piece of wool to unravel, or tipping over wheelchairs and whirling the wheels around. Sadder of all, they would rush to strangers who were visiting the ward, and cuddle them with a sort of frenzied love.

The Report of the Committee looking at Mental Handicap Nursing and Care (1979) gave full recommendations to develop better services based in small local units. Since its publication, the Committee chairman, Peggy Jay, has spoken with tireless courage about the damage that may be done to children when they live in mental handicap hospitals. Now chairman of EXODUS, a

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pressure group urging for the discharge of all children from mental handicap hospitals, Peggy Jay believes that urgent steps should be taken to ensure that the children are discharged within the next two years.

Last December Patrick Jenkin, Secretary of State for Social Services, said that "large hospitals do not provide a favourable environment for a mentally handicapped child to grow up in". There seems to be some reason to believe that reforms are on the way. The appointment of Sir George Young to the DHSS, with ministerial responsibility for mental handicap policies under this Government, is well known for his informed interest in the needs of mentally handicapped children. The DHSS is expected to issue guidelines soon on how the children will be discharged and on the best way to set up community services for them.

Plans to discharge the children should not be regarded as unrealistic. Some professional people may still believe that very severely handicapped children cannot live out of hospitals, but thousands of them already do live out of hospitals, cared for by their own families or by foster families in ordinary houses in ordinary streets. There are already some excellent examples of good practice, notably the organization of community care based from Northgate Hospital in Morpeth, where very

severely mentally handicapped children are being discharged to ordinary houses.

If all local planners make a determined effort to receive children into the community who are now in hospital, perhaps the problems will be reduced. Tragically, the reforms will have come too late for the thousands of young people already transferred to the adult wards of the long-stay hospitals which they entered as small children some 20 years ago.

People in the past have tended to believe that handicapped children are less vulnerable to hurt than normal children and therefore are not damaged by poor care. Such a belief denies the basic human fact, pointed out so poignantly in the work of Professor Tizard, that all children, handicapped or not, learn from experience and will develop accordingly.

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Parents' problems cont.

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plemented? They cater for more than six children per unit, the residential staff have child-care qualifications, and there are hostels for the more capable. Every severely handicapped child has potential for improvement and deserves as much care as the maladjusted girl with an IQ of 180.

Improvements since 1971 include training in self-help skills, communication and socialization. 1.8 per cent of children attended ESN schools in 1977. There are more boys than girls with subnormality problems. There are some successes, some failures. Martha, rejected by her mother, eventually abandoned by her mother's mother, now a "bundle" joined to a recurring pattern of temper tantrums, getting help from professional staff, then inexplicably abandoning her mother and sends photos to Tony Hayden in her Welsh cottage.

But improvements suffer from financial stringency. The special Child Care Unit, and personal care, are in every attempt to supply his needs.

Assessing Problem Children looks at the origins of disturbed behaviour, not in order to classify, but to describe the problems each child presents. This is the *Problem Profile*, assessing past and present behaviour, on observation in structured environment, questionnaires, interviews and tests, combined with a study of personal history.

It shows the Approach in practice on children with physical problems such as motor disorders and epilepsy, and with intellectual problems of memory, speech etc. Home problems, the largest and most com-

plex category, are identified in detail. The categories overlap. Social skills problems surely relate to personal problems of egocentricity or depression.

Empiricism, and coherence of approach, are vital. Barbara Furneaux told of doctors who advise "put him away and forget him", "put (her) to bed both for her own good and for the good of the community". Valid, reliable, useful assessment would avoid this, as would removal of value-laden labels such as "psychopathic", "delinquent", "aggressive".

Masud Houghi, author of *Unwillingly to School*, advises minimal labelling with maximum information. The search for the origins of maladjustment continues. Meanwhile, Houghi's work is deliberately descriptive rather than explanatory. It's a working plan, with a Master Code and excellent index. It is workmanlike and systematic, since hit and miss assessments so often hit the victim and miss the remedy.

Unwillingly to School examines children in the stage before Assessment Centres and placing at Houghi's Aycliffe. Another practitioner's handbook, it treats truancy as an emotional problem, curable by a team approach from psychiatrist and social worker. This third edition adds the perspective of the educational psychologist, Howard Carroll, who assesses the child and relates his problem to environmental issues. One fears for the child in the grip of so many professionals; and here the problem is the opposite to Tony Hayden's fuzzy emotionalism. Where, incidentally, is the teacher in all this expertise?

Where too lies the responsibility of the school in creating school refusal? Late in the day, Kahn, Nursten and Carroll have decided that a school regime may not fit the child. Left to myself, I side with Huckleberry Finn and see it as an unsolicited attempt to civilize me. If there was a wild west to "light out" to I'd do it. School, its uniform, punishments, competitiveness, irrelevance, is the problem even for the stable child.

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extra Mathematical teaser

Alec Williams discusses the case for remedial mathematics

Today's remedial reading services had their origins in the immediate post-war decade, following a series of Ministry of Education surveys that showed a decline in reading abilities. Local authorities could circumvent the quota system by using peripatetic part-time specialist teachers, in primary schools. Scholastic gave academic respectability to the new practices with his popularisations of the concept of retardation and with the establishment of the Sely Wick Child Study Centre.

No parallel exists in mathematics, despite wide concern about what are claimed to be unacceptably low standards of achievement in schools. A recent survey conducted within the National Association for Remedial Education indicated overwhelming support for the idea that remedial services should extend their responsibilities to mathematics, particularly during the early stages. Is there a case for remedial mathematics?

Taken literally, the "remedial" concept, with its origins in medical practice, might suggest too negative an approach for adoption to learning difficulties in mathematics. Remedial reading services are tending to discard identification by failure in favour of pre-symptomatic screening, but this would probably not be practical for mathematics because of the wide variations in curricula and practices between schools. Who would determine the criteria? No form of assessment, after all, is better than the assumptions upon which its items are selected. If criteria were agreed, attempts at conceptual assessment with groups of five or six year olds would have doubtful validity and reliability.

Plaged types of assessment take a lot of time in individual administration and are susceptible to wide interpretive variations. Even if the technology were available for the identification of mathematically at-risk children, the need for trained personnel, the collation and interpretation of scores, and advising on programmes, simply does not exist.

School psychological and remedial services could not afford the time to extend their work to mathematics on a constructive scale, even if they were qualified to do it. The expenditure of resources and energy on the development of a primary remedial service in mathematics could well be counter-productive. Papering over the cracks within existing practices would be likely to postpone the necessary reconsideration of the aspect of curriculum, teaching methods and organization which are contributing to children's learning difficulties.

Though primary schools can normally supplement their efforts through the i.e.a. remedial services, secondary schools are expected to cope with all subjects throughout the ability range. There are secondary schools where remedial provision is nominal and where teaching of low attainers appears to be largely in the hands of the least experienced teachers, but most schools have established policies that attempt to ensure provision for the identification and remediation of language and reading difficulties.

The scale of the problem, however, is often such that pupils attaining a reading level age of nine to 10 years are excluded from further sustained, individualized assistance in reading, even though the reading levels of the simplest subject textbooks and library books demand a reading level age of 12 or 13 years. With such a shortfall in provision for the basic communication skills, other subjects, including mathematics, are likely to receive only nominal support from specialist remedial teachers. Thus the respective roles of remedial and mathematics departments vary widely from school to school, they often seem to depend more on the commitment of individual teachers than on policies based on an analysis of needs.

Sophisticated strategies for the identification and teaching of different forms of need in mathematics can therefore hardly be expected. Wilt Brennan's Schools Council project on Curricular Needs of Slow Learners assumes three main forms of need, each with distinct curricular implications. A cruder differentiation of learning needs might suggest three groups: those who lack the capacity, even though well taught; those who could but can't; and those who might but won't.

Too often, individual learning needs are smothered in a generalised diet of remedial tasks directed towards the four basic processes. Some pupils, after all, derive security from the success that can be achieved at repetitive, non-challenging tasks. But specialised provision of any sort may well terminate with the advent of the fourth year options, and after that, rejection of mathematics by many pupils.

In an attempt to reverse the cycle of failure and rejection, schools may modify the main curriculum by selecting topics, reducing the level of challenge, and lively teaching - even so the low achiever may be left with a curriculum that lacks clearly defined objectives, and that seems irrelevant to his or her needs. The more drastic measures of presenting an alternative curriculum geared to limited skill expectations with social and vocational objectives may increase motivation, but at the cost of opportunities to take external examinations.

In developing countries, where educational initiatives are carefully examined for cost-effectiveness, mathematics tends to be given capability with language skills in the remedial services. But the arguments in favour of developing a comparable remedial mathematics service in this country are not convincing. Warnock's emphasis on the need for all teachers to share responsibility for children with special educational needs is nowhere more applicable than in mathematics teaching, a situation where the first responsibility rests with the class teacher. Resources should be channelled into training programmes.

Recent developments at national level give grounds for qualified optimism. The APU Reports on mathematics in primary and secondary schools, for all their caution, permit some analysis of factors contributing towards success and failure. The Schools Council has reported on "The Curricular Needs of Slow Learners" and its "Low Attainers in Mathematics" project is due to report during the next few months. The Mathematics Association, with the enthusiastic and almost universal support of i.e.a.s, is piloting Diploma courses in the teaching of mathematics to low attainers in secondary schools, commencing in September at Lincoln and Bognor Regis colleges.

Central opportunities

by Edward Fennel

"We are unique because we can provide things not available elsewhere," said Mrs Hammond, head teacher of Winchester's Medcroft Opportunity Centre. Opened in 1976, Medcroft is an unusual example of the way ordinary parents can get together with their local education authority to meet the needs of handicapped children. In a fresh and innovative way, although it is classified as a school some of its pupils are only a few weeks old. And whilst its purpose is primarily to serve the handicapped it also welcomes the "normal" child.

But the children, who are aged between eight and five, are not the only ones to benefit from the Centre's facilities and staff. The parents, too, clearly gain much from the Opportunity Group which is based on the Centre, and which organizes talks and demonstrations and employs a part-time social worker.

There are also the links with King Alfred's College, within whose grounds Medcroft is situated. For the trainee teachers at the college who are involved in special education courses, the Centre provides an excellent chance to be involved with handicapped children from the earliest age. It also gives them, through their contacts with the other professional staff at the Centre, a very wide perspective on infant development.

The Centre had its origins in the work of six mothers who in 1968 formed the Winchester Opportunity Group for themselves and their handicapped children. Such was the success of the group that eight years later with the support of Mencap, the local "Lions" Club, King Alfred's College, and the i.e.a. a building for the Centre and the Group was opened. Now the full-time staff and the upkeep of the Centre are funded by Hampshire i.e.a.

There are usually between 70 and 80 children on the roll and most attend for between two and five sessions each week. Those who are handicapped (and these form the overwhelming majority) are normally referred to the Centre by doctors, paediatricians, and other medical specialists although some also come through the social services.

The aim of the Centre is to assess the degree of handicap and provide an environment in which remedial work can be undertaken by a variety of occupational, and speech therapists as well as the teachers. Therapists as well as the teachers regularly come to the Centre. By seeing each other so frequently they are able to work as a team pooling their knowledge and expertise in a much more effective way than by occasional case-conferences.

"My whole aim," says Mrs Hammond, "is to get all the professionals together and in such a way that they see the children in a normal happy environment... I don't really think it is on to have five year olds being treated in clinics."

Some of the children attend over long periods of time. Others, where it is unclear whether or not they have a disability, come in just for a trial session and receive a detailed observation. "At that age it is sometimes difficult to tell whether there is a handicap or not."

For the students at King Alfred's the accessibility of Medcroft is a great asset. The college has been concerned with special education for a number of years and its courses have recently been revised so as to come in line with the Warnock recommendations. The Centre provides a focus for the special education courses and there is a continuous stream of student visitors. As well as those on initial training there are attachments by experienced teachers on the one year in-service diploma.

The benefits of this arrangement are considerable. Medcroft brings together children with a wide variety of disabilities - mental, physical and emotional - as well as those without any handicap at all. As a result there is an unusually good opportunity for observation from the earliest years. But the students do not remain as gawping spectators. They draw up behaviour profiles for the children, identify specific learning tasks and construct programmes for the children.

But as well as being involved on the teaching side, the students are also encouraged to join in the family atmosphere in the Centre. The constant presence of mothers around the Centre (not many fathers apparently) helps the students to gain a wider understanding of the background and home environment of the children.

Most important of all though is the emphasis on the multidisciplinary approach. It gives the students a chance to understand the work of other professionals in a way they would be unlikely to get elsewhere. By the end of their attachments they have a real appreciation of the overlap between their fields of work.

In this way the experience of Medcroft helps to break down barriers. It also widens the horizons of the children. Where they might be rather isolated at home with little contact with other children, Medcroft brings them, probably for the first time, into a group. And first schools, which might be apprehensive about coping with a handicapped child, can be given reassurance and a briefing on their behaviour.

Finally, it is helpful for the children to be exposed to the students. "It's good for them to have so many people coming into the Centre because it means that they can take strangers in their stride; they just get used to having lots of people around." So Medcroft is fulfilling its role for the children, their parents, and students. They are proud of their innovations. "We're experimental and we're keen to create new things all the time: that's what we're here for."

endpage Import, conversion, export

Towards an Open School. By John Watts. Longman. £5.95.
Leadership in Schools. By Denys John. Heinemann Educational Books. £5.95.

These two books talk to each other. In his *Towards an Open School* John Watts says what he thinks secondary schools ought to be attempting and the kind of issues they must face if they are to move beyond their unsatisfactory performance at present. *Leadership in Schools* from Denys John concentrates on the nuts and bolts of getting anything done at all in schools and gives an account of why things tend to happen the way they do. In the balance between product and process, Watts deals primarily with product, John with process, though of course each has to talk about both.

Leadership in Schools is not about heads or management; there are no "baskets". It is based on the notion that every teacher is a leader. Consequently common denominators of leadership run through the book with different emphasis for classrooms, houses or departments, and for the different roles of teacher, head of department, heads of years as well as for heads. The book is filled with truisms, but it's a good thing to have them down, "leadership is most likely to be effective when it is perceived as pursuing aims approved by the members and using methods which appear to the members to be appropriate." And he cites lack of "easy direct channels of communication in both directions between leadership and members" and "disparate and conflicting aims of individuals and groups within the organization" as being the two prime obstacles to achieving effective leadership. Quite so. But each one of those bland rational statements hides innumerable possibilities for the irrational to take charge in the name of rationality. And it is precisely these complications with Denys John patiently explores.

The basis of his examination of practice is what he calls (following Rice) "import - conversion - export" process. "For schools, the primary task is to accept pupils, to provide the means by which those pupils can develop into educated people, and to pass them on to society or other institutions." Whether it is a school as a whole, or its smaller parts of department, or classes, he sees the leadership role as tending that import - conversion - export process.

Aims and Objectives, Roles, Pastoral and Curricular Sub-Systems, Decision Making and Evaluation all get chapters. Participation and Consultation, is the largest and rather oddly, the smallest is the last chapter entitled *The Essence of Leadership*. Citing appropriate evidence, John plumps for consultation as the only form of leadership in schools up to the task. He puts weight behind this through speaking of the "prime importance of the head's task of promoting the learning of colleagues on the teaching staff." (I wonder how many heads can truthfully say that they act on that day by day?) and expands that with a profound observation: "in the same way the teacher's understanding of the stages of pupil development and of how they learn most effectively needs to be paralleled by the head's understanding of the stages of teachers' development and how they learn most effectively." That issue is not explored in this book which is a pity because it poses necessary and uncomfortable questions about teaching at all levels. And as if to ram home the significance of the point, John also gives a rationale for saying that "teaching is one of the most conservative professions".

This is not an exciting book; but it deals with very important issues systematically and is well worth reading by anyone who is puzzled by the gap between what schools claim to do and what they actually do.

By contrast John Watts creates an air of expectancy. "What I hope to do in this book is to encourage a bolder fundamental departure in our handling of post primary education, something that will go beyond mere tinkering with old machinery in the hope that a few new spare parts will put it right, something however that demands an optimism not now widely felt, but which our children under-

nably deserve." His search for this amounts to an elaboration of the idea of the teacher as learner. When teachers are not learners, remarks like, "as teachers we are not very good at knowing what is really happening to our students", have an almost ominous ring. And when he cites three prerequisites for learning as he sees them as security, competence and challenge, it is shaming to reflect on the numbers of school attenders for whom those prerequisites do not apply. So it is that a "main theme of this book is the replacement of coercion, not just of corporal punishment, but that must go first".

In the chapter *Closed Schools and Open Schools* 10 elements are listed as test items for determining the extent to which a school is open or closed: the establishment of values; the communication and handling of criticism; authority and the exercise of control; hierarchy structure and status; the status of knowledge; teaching and learning; perceptions of reality; mutuality and study; subgrouping; response to challenge. The next chapter deals with New Schools - new roles. Together these 38 pages are the core to the book. There is a chapter which prospective innovators would do well to read: "The lessons of Countesshorpe in the 1970s." And the last chapter "Persons not products: a new covenant" approaches the open school through two questions: What will it be like to work in one? And What would be learnt there? The first names relationships and the second curriculum. But "the key to both of them is to be found in the mutual attitudes of teachers and students."

It has to be for John Watts, or he couldn't say "Education is not about anything else about enabling people to realize who they are, to recognize what potential they have within themselves and to reach the means of fulfilling it." That could be banal.

It is not in this book, which is a lively often arresting attempt to translate that view into an operational brief for action. *Leadership in Schools* offers additional clues about how to achieve it.

Norman Evans

Old school ties

God's Gift. A Living History of Dulwich College. By Sheila Hodges. Heinemann Educational. £10.50. 0 435 32450 0.

The History of Brentwood School. By R. R. Lewis. Published by the Governors of Sir Antony Browne's School, Brentwood, Essex CM15 8AS.

Cradle of Empire: A Preparatory School Through Nine Reigns. By Meston Batchelor.

Phillimore & Co Ltd., Shopwykehall, Chichester, Sussex £7.50. 0 85033 391 1.

A History of King Alfred's College, Winchester 1840-1980. By Marjall Rose.

Phillimore & Co Ltd. £9.95. 0 85033 393 8.

God's Gift is claimed to be the first full history of Dulwich College. But as there was privately printed in the 1880s a two-volume work, by William Young, covering the (frequently litigious) 238 years between the foundation of the college, along with other charities, by Edward Alleyn in 1619, and its reconstitution by Act of Parliament in 1857. Miss Hodges has summarized the events of that period in a single chapter, and devoted the bulk of her considerable book to the years from 1858 to 1980.

It is a comprehensive study. It radiates from the reigns of the college's great Masters, such as the Rev. Alfred Carver (1858-1883), who fought strenuously for a quarter of a century to give it identity, status, and standards; J. E. C. Weldon (1883-1885) whose whirlwind energy and unflinching initiative drove through in two and a half years more reforms than most heads do in their whole careers; and the two Gilkes: A. H. (1885-1914), the autocratic monarch of his "Golden Age", and his son Christopher (1914-1953), who lifted it up after it had fallen low.

This (justifiable) pre-occupation with the great does not prevent Miss Hodges from giving ample space to the college's academic and social activities over the years, the Allyn Club, and the unique and priceless library. Her book is pleasantly illustrated, and includes a useful bibliography.

Brentwood School, founded in 1558 by Sir Anthony Browne, had like Dulwich, a lengthy period of often distressing obscurity (one neglectful head closed it for seven

years), and had similarly to be re-constituted, in 1851, by Act of Parliament. And it, too, found a saviour in its first head after the reconstitution, Dr W. D. West (1851-1870), described by a later head as "in a very real sense the creator of the school".

The *History of Brentwood School* is evidently a labour of love, and certainly the result of prodigious research. Mr Lewis, an assistant master, and later the chaplain at the school, has poured into it an immense amount of factual information, making it invaluable as a source book, though not all that easy to read.

Cradle of Empire takes one into a different world. It is the story of Temple Grove, a boarding school established at East Sheen in 1810 by the Rev. Dr William Pearson. He made it highly successful, not surprisingly, for he installed it in a large Jacobean mansion surrounded by 14 acres of gardens, fields and woodland, and spared no expense to make it attractive both as school and country house.

Temple Grove later broadened its clientele, but with occasional lapses has remained successful, despite two enforced moves. Mr Batchelor, knowing it both as a pupil and as its head, has told its story entertainingly.

A *History of King Alfred's College* introduces yet another world - and one very different from any of the others: the world of the teacher training college. It was one of the earliest established in England, opening, as the Winchester Diocesan Training School, in August 1840, six months after Kay-Shuttleworth's pioneer college at Battersea, from which it was to get, in 1846, its second principal and other members of staff.

Despite unsuitable accommodation - not until 1862 did it get purpose-built premises - and "the humble unlearned origin of its students", the college quickly established unusually good academic standards, to be maintained through most of its long life. Mr Rose, who became principal in 1965, and today heads the successful College of Higher Education it has become, tells its story clearly and in considerable detail, supplementing his narrative by twelve appendices, photos ranging from 1840 to 1980, and a useful bibliography.

H. C. Dent

Under observation

A Teachers' Guide to Action Research Evaluation, enquiry and development in the classroom. Edited by Jon Nixon.

Cornwall £11.95. 86216 040 5 £4.95 86216 041 3.

At a time which offers every excuse for the professional demoralization of teachers it is cheering to read a book for teachers which expresses such an exuberant sense of professional self-confidence.

The kind of action research described in this collection has its recent roots in the work of the Schools Council Humanistic Curriculum Project which invited teachers to adopt a research stance in relation to their teaching and involved them in formulating and testing hypotheses relating to their classroom practice. The movement developed a new momentum and focus through the work of the Ford Teaching Project whose director, John Elliott, receives in Jon Nixon's new book an early elevation to the status of the grand old man who writes the foreword. Since then the teacher-as-researcher movement, now loosely drawn together in the Classroom Action Research Network and receiving a variety of support through the new Schools Council programmes, seems to have emerged as an educational force of some importance.

A *Teachers' Guide to Action Research* fairly claims to be an important landmark in the development of this movement. It brings together a collection of papers which include examples of the outcomes of classroom research by teachers; accounts of different styles of individual and collaborative investigation; and discussion of some of the practical problems facing the would be

teacher-researcher. The chapter by Mary James and Dave Ebbutt is particularly informative in this last respect. Its careful study could spare the novice hours of wasted effort and professional discomfort. With the materials already published by the Ford Teaching Project this will be an important source book and point of reference for teachers interested in engaging in classroom research.

It is, however, not only as an introduction for newcomers that the "Guide" deserves consideration. It offers those more familiar with classroom action research an opportunity to assess its contribution to the professional development of teachers and to educational research.

There are some features of the activity represented in this collection which are particularly laudable. First, the chapters present a picture of teachers who, as part of their professional commitment, are regularly subjecting their practice to rigorous enquiry, criticism and examination. The results of this examination may, as some have reported, have an initial shock effect which is almost paralyzing, but it is difficult to imagine that its long term effect is anything other than enhancing the intelligence and sensitivity which inform a teacher's work.

Second, the collection presents a view of research which places it on a continuum with intelligent and reflective commonsense observation, reflection and reporting. This is helpful in so far as it contributes to the demystification of research but also, because it encourages the possibility of developing or refining ordinary critical observation along the continuum towards systematic research.

Third, the collection emphasises explicitly and by example the special position occupied by the teacher in

any attempt to document or investigate the complex events of the classroom. Nixon claims with some justice that the particular insights of practising teachers have received in the past insufficient attention or respect among educational researchers.

But the book has certain limitations, most of which arise out of its otherwise refreshing ingenuousness. Nixon harps on the theme of establishing a new "tradition" but seems strangely unaware of the well established tradition of research, in social anthropology in particular, from which many of the approaches described are drawn. Consequently, perhaps, few of the contributors demonstrate any appreciation of the methodological problems (related to, for example, participant observation; the use of the field notebook; and interviewing) extensively discussed by researchers in other contexts.

Similarly, while claiming to be scientific in respect of research methodology, the collection fails to confront the epistemological contradictions which this eclecticism implies. The contributors to this collection do not make it clear where they stand on the question of the general utility or generalizability of research: conducted by a teacher with the primary intention of informing his or her own practice, nor what criteria they might apply in assessing the merits or demerits of a piece of research of this kind.

There is surely scope for another volume on action research and the teacher. Should this emerge, I hope it will show that the teacher-as-researcher movement has maintained the enthusiasm and the level of professional commitment which is reflected in this volume.

David Bridges

Class control

Children, School and Society in 19th Century England. By Anne Digby and Peter Seaby. Macmillan £20.00. 0 333 24678 0. £8.95. 24679 9.

The particular value of this book lies in its illustration, by means of over 70 sizeable excerpts from a very wide range of contemporary sources, of the assumptions, attitudes, and practices of nineteenth century educators in England.

In a relatively brief part one (52 pages) the authors provide "a social and educational context within which the documents in part two can be interpreted". In other words, 15 short essays on important educational issues that occurred during the century: the provision of schools, private and public initiatives, universalisation and compulsion in elementary education, social hierarchies in secondary school curricula, teachers in elementary and secondary schools, and the education of girls - to make an invidious selection. Further and university education are not included.

Much of what they write is basic history, but frequently spiced with unusual insights: for example, how singularly unhelpful to the elementary school were the Education Department officials after Kay-Shuttleworth's days. What emerges most clearly from these essays - and the related documents - is the unbridgeable difference between the principles governing elementary and secondary education. The public elementary school was designedly an

instrument of social control, fashioned to be "a means of socializing the working class". Secondary, or "middle-class" education (as the Victorians so correctly called it) was even more designedly an instrument for grading children - other than working-class children - along society's level of "class, status, and money".

Somewhat confusingly, the documents are not arranged under the same titles as the essays, but in four much larger groups: "Education, Religion, and Morality"; "Education, Social Class, and the Economy"; "Teachers and the Classroom"; and "Education and Girls". Each has a short preface; why, in view of Part One, is not clear.

These are minor criticisms. Against them must be set the intrinsic value of the excerpts, which is considerable. They are well chosen. They cover the entire century. Some of the authors (Mrs Trimmer, Kay-Shuttleworth, J. H. Badley) are well known; more have probably never reached an anthology before. Other sources include Royal Commission and Education Department reports, log books and textbooks, school prospectuses and timetables, and, best of all, children's writings in facsimile.

The book is intended for students, to whom it should be very helpful, especially as many excerpts are from sources not easily accessible. It will be even more helpful if they can be induced to read those that are readily available.

H. C. D.

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Deputy Headships Senior Masters/Mistresses	48	Classics	54	Heads of Department	63	Modern Languages	66	Administration General	76	Personal Announcements	71
Scale 2 Posts	50	Commercial Subjects	54	Deputy Headships Senior Masters/Mistresses	63	Pastoral	66	Child Care	76	Conferences	71
Scale 1 Posts	50	Economics	54	Heads of Department	63	Other than by Subjects	66	Education Psychologists	76	For Sale and Wanted	71
Middle School Education	51	English	54	Scale 2 Posts	63	Colleges of Further Education	66	Examiners	76	Holidays and Accommodation	71
Headships	51	Geography	55	Scale 1 Posts	64	Heads of Department	66	Ancillary Services	77		
Deputy Headships Senior Masters/Mistresses	51	History	55	Appointments in Scotland	64	Other Appointments	66				
English	51	Home Economics	55	Independent Schools	65	Colleges and Departments of Art	68				
Home Economics	51	Humanities	55	Heads of Department	65	Other Appointments	68				
Mathematics	51	Mathematics	55	Art and Design	65	Universities Appointments	68				
Modern Languages	51	Music	59	Classics	65	Colleges of Education with Teacher Training	68				
Music	51	Pastoral	59	English	65	Heads of Department	68				
Physical Education	51	Physical Education	60	Geography	65	Other Appointments	69				
Science	51	Religious Education	60	History	65						
Technical Studies	51	Science	60	Mathematics	65						
Other than by Subjects	51	Social Studies	61	Modern Languages	65						
		Speech and Drama	61	Music	65						
		Technical Studies	61	Science	66						
		Other than by Subjects	62								

County of Cleveland Head Teacher (Group 4)

St. Joseph's R.C. Primary School
Musgrave Street, Hartlepool,
Cleveland TS24 7HT

Required as soon as possible, a suitably qualified and experienced teacher for the post of Head Teacher at this school serving the southern area of the town. Applicants must be practising Roman Catholics. Previous applicants should write and confirm that they wish to be re-considered.

Financial assistance, with household removal expenses is available in approved cases.

Application forms and further details are obtainable from the Head Teacher at the address shown above. Forms of application should be returned to the Very Reverend Canon J. Bell, St. Joseph's Presbytery, St. Paul's Road, Hartlepool, Cleveland, not later than 25th September, 1981.

TES11/00/10

ile colleges

Nursery Teachers in Day Nurseries Burnham Scale 2 Posts

To develop links between Borough Day Nurseries and the Authority it is proposed to appoint experienced nursery teachers, preferably with some day care experience, to a number of posts being established from the Autumn half term at the earliest of January 1982.

While attached to the staff of a local primary or nursery school and under the general direction of the Headteacher, the teacher will be responsible for developing her own role within the day nursery in close consultation with the nursery inspector and the officer in charge.

Some nursery in hours will be required to enable the teacher to have the opportunity to meet parents and establish contact with the day care staff. Such flexibility would be within the normal day nursery hours of 8 a.m. to 6 p.m. but the total hours worked would not exceed those normally worked in school. Normal school holidays would apply.

Posts are likely to be established initially in the following Boroughs: Kesteven, G. Chelms, Hammerhead & Fulham, Camden, Islington, Tower Hamlets, Lewisham and Lambeth.

Application forms and further details are obtainable from The Education Officer, T81, Room 70, County Hall, SE1 7PB or you may telephone 01-433 8380. The closing date for completed application forms is two weeks from date of publication.

TES10/00/26

Nursery Education

Headships

HERTFORDSHIRE COUNTY COUNCIL
STEVENS DIVISION
STEVENS NURSERY SCHOOL
Stevens, Herts. SG1 1JY
Required for January 1982, a suitably qualified and experienced teacher for the post of Head Teacher at this school serving the southern area of the town. Applicants must be practising Roman Catholics. Previous applicants should write and confirm that they wish to be re-considered.

Other Appointments

BEDFORDSHIRE COUNTY COUNCIL
NORTH HATFIELD LOWER
HATFIELD NURSERY SCHOOL
Hatfield, Beds. AL9 7JY
Required for January 1982, a suitably qualified and experienced teacher for the post of Head Teacher at this school serving the southern area of the town. Applicants must be practising Roman Catholics. Previous applicants should write and confirm that they wish to be re-considered.

KIRKLEES METROPOLITAN COUNCIL
KIRKLEES NURSERY SCHOOL
Kirkstall, Leeds. LS12 1JY
Required for January 1982, a suitably qualified and experienced teacher for the post of Head Teacher at this school serving the southern area of the town. Applicants must be practising Roman Catholics. Previous applicants should write and confirm that they wish to be re-considered.

NORTH TYNSIDE METROPOLITAN COUNCIL
NORTH TYNSIDE NURSERY SCHOOL
Newcastle, Co. Down. BT1 1JY
Required for January 1982, a suitably qualified and experienced teacher for the post of Head Teacher at this school serving the southern area of the town. Applicants must be practising Roman Catholics. Previous applicants should write and confirm that they wish to be re-considered.

ROTHSCHILD BOROUGH COUNCIL
ROTHSCHILD NURSERY SCHOOL
Rothschild, N. Yorks. YO1 1JY
Required for January 1982, a suitably qualified and experienced teacher for the post of Head Teacher at this school serving the southern area of the town. Applicants must be practising Roman Catholics. Previous applicants should write and confirm that they wish to be re-considered.

STAMFORD HILL JUNIOR SCHOOL
Stamford Hill, N. Yorks. YO1 1JY
Required for January 1982, a suitably qualified and experienced teacher for the post of Head Teacher at this school serving the southern area of the town. Applicants must be practising Roman Catholics. Previous applicants should write and confirm that they wish to be re-considered.

STAMFORD HILL JUNIOR SCHOOL
Stamford Hill, N. Yorks. YO1 1JY
Required for January 1982, a suitably qualified and experienced teacher for the post of Head Teacher at this school serving the southern area of the town. Applicants must be practising Roman Catholics. Previous applicants should write and confirm that they wish to be re-considered.

NORTH YORKSHIRE

COUNTY COUNCIL

WHITEFRIARS FIRST AND MIDDLE SCHOOL

Whitefriars Avenue, Wealdstone, Harrow, Middlesex

Applications are invited for the

Headship

of this Group 5 First and Middle School, with Nursery Unit (ages 3 to 12 years) for September 1981.

Application forms from, and to be returned to Civic Centre, Harrow, Middx. HA1 2JW by 25th September. Please enclose stamped addressed envelope.

TES11/00/10

Harrow Education

Whitefriars Avenue, Wealdstone, Harrow, Middlesex

Applications are invited for the

Headship

of this Group 5 First and Middle School, with Nursery Unit (ages 3 to 12 years) for September 1981.

Application forms from, and to be returned to Civic Centre, Harrow, Middx. HA1 2JW by 25th September. Please enclose stamped addressed envelope.

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Application forms from, and to be returned to Civic Centre, Harrow, Middx. HA1 2JW by 25th September. Please enclose stamped addressed envelope.

TES11/00/10

Whitefriars First and Middle School

Whitefriars Avenue, Wealdstone, Harrow, Middlesex

Applications are invited for the

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Application forms from, and to be returned to Civic Centre, Harrow, Middx. HA1 2JW by 25th September. Please enclose stamped addressed envelope.

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Application forms from, and to be returned to Civic Centre, Harrow, Middx. HA1 2JW by 25th September. Please enclose stamped addressed envelope.

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Whitefriars Avenue, Wealdstone, Harrow, Middlesex

Applications are invited for the

Headship

of this Group 5 First and Middle School, with Nursery Unit (ages 3 to 12 years) for September 1981.

Application forms from, and to be returned to Civic Centre, Harrow, Middx. HA1 2JW by 25th September. Please enclose stamped addressed envelope.

TES11/00/10

Harrow Education

Whitefriars Avenue, Wealdstone, Harrow, Middlesex

Applications are invited for the

Headship

of this Group 5 First and Middle School, with Nursery Unit (ages 3 to 12 years) for September 1981.

Application forms from, and to be returned to Civic Centre, Harrow, Middx. HA1 2JW by 25th September. Please enclose stamped addressed envelope.

TES11/00/10

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools. The successful candidates will be expected to take up their post by April 1982.

WEST ESSEX AREA
Peterswood County Junior School
(Group 5) Parlington Road, Harlow, CM18 7RQ
Closing date: 2nd October, 1981.
THE THOMAS WILLINGALE COUNTY PRIMARY SCHOOL (Group 4)
The Broadway, Loughton, IG10 3GR.
Closing date: 2nd October, 1981.

CASTLE POINT AND ROCHFORD AREA
Grove County Infant School (Group 4)
Grove Road, Rayleigh
Closing date: 2nd October, 1981.

RE-ADVERTISEMENTS
SOUTHEAST AREA
Bourne Green County Junior School
(Group 4) Ladbroke Road, Southend-on-Sea, SS1 3PX
Closing date: 2nd October, 1981.

BASILDON AND BRENTWOOD AREA
Manor County Infant School (Group 4)
Church Road, Basildon SS14 2EX
Closing date: 25th September, 1981.

Application forms and further details available from (enclose S.A.E. required) County Education Officer, Thredneedle House, Market Road, Chelmsford, Essex.

TES11/00/10



BOROUGH OF HARINGEY

HIGHGATE JUNIOR SCHOOL

North Hill, N4 4ED

HEAD TEACHER (GROUP 4)

Required for January 1982.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher. London Allowance £769 payable.

Removal expenses - 100% allowed in approved cases. Application forms (SAE) may be obtained from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY to whom the forms should be returned by 25th September 1981.

TES11/00/10

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following Headships:

Tuddenham C. of E. Controlled Primary School
Group 2, Ages 5-9 years.
Situated in a village 4 miles from Mildenhall.

DRINKSTONE C. of E. CONTROLLED PRIMARY SCHOOL
Group 1, Ages 5-9 years.
Situated in a village 7 miles from the historic market town of Bury St. Edmunds.

Further details and application forms available from the County Education Officer, Grimwade Street, Ipswich (S.A.E. please) to be returned by 25th September 1981.

ADVISORY HEAD TEACHER (GROUP 4)

SOUTHERN AREA
Applications are invited from suitably qualified teachers for the post of Advisory Head Teacher for the Education of Young Children in the Southern Area of the County.

Further particulars and forms of application (S.A.E. please) obtainable from the Area Education Officer, Southern Area Education Office, Bond Street, Ipswich IP4 2JR.

TES11/00/10



Applications are invited for the post of

Headship

Godwin Junior School
Finnymore Road, Dagenham, Essex
(Group 5 - 304 on Roll)

Available from January 1982, this post offers great scope for an experienced teacher of initiative and enthusiasm.

Salary Range: Group 5 - £10,296-£11,388 plus £769 p.a. London Addition plus Social Priority Schools Allowance.

Reimbursement

PRIMARY HEADSHIPS

continued

AVON COUNTY

Applications are invited for the following posts:

BRISTOL NORTH EAST INFANTS' SCHOOL
Head Teacher (Group 1) (N.1001)

BRISTOL NORTH WEST INFANTS' SCHOOL
Head Teacher (Group 1) (N.1002)

BLADES J & M SCHOOL

Head Teacher (Group 1) (N.1003)

WINSTON C & J M & I SCHOOL

Head Teacher (Group 1) (N.1004)

DONCASTER ROAD INFANTS' SCHOOL

Head Teacher (Group 1) (N.1005)

VICTORIA PARK J M SCHOOL

Head Teacher (Group 1) (N.1006)

STANSHAWES COURT J M SCHOOL

Head Teacher (Group 1) (N.1007)

DARNLEY

Head Teacher (Group 1) (N.1008)

LONDON BOROUGH OF BARNET

Head Teacher (Group 1) (N.1009)

HEAD TEACHER - GROUP 4

Head Teacher (Group 4) (N.1010)

HEAD TEACHER - GROUP 5

Head Teacher (Group 5) (N.1011)

HEAD TEACHER - GROUP 6

Head Teacher (Group 6) (N.1012)

HEAD TEACHER - GROUP 7

Head Teacher (Group 7) (N.1013)

HEAD TEACHER - GROUP 8

Head Teacher (Group 8) (N.1014)

HEAD TEACHER - GROUP 9

Head Teacher (Group 9) (N.1015)

HEAD TEACHER - GROUP 10

Head Teacher (Group 10) (N.1016)

HEAD TEACHER - GROUP 11

Head Teacher (Group 11) (N.1017)

HEAD TEACHER - GROUP 12

Head Teacher (Group 12) (N.1018)

HEAD TEACHER - GROUP 13

Head Teacher (Group 13) (N.1019)

HEAD TEACHER - GROUP 14

Head Teacher (Group 14) (N.1020)

HEAD TEACHER - GROUP 15

Head Teacher (Group 15) (N.1021)

HEAD TEACHER - GROUP 16

Head Teacher (Group 16) (N.1022)

HEAD TEACHER - GROUP 17

Head Teacher (Group 17) (N.1023)

HEAD TEACHER - GROUP 18

Head Teacher (Group 18) (N.1024)

HEAD TEACHER - GROUP 19

Head Teacher (Group 19) (N.1025)

HEAD TEACHER - GROUP 20

Head Teacher (Group 20) (N.1026)

HEAD TEACHER - GROUP 21

Head Teacher (Group 21) (N.1027)

HEAD TEACHER - GROUP 22

Head Teacher (Group 22) (N.1028)

HEAD TEACHER - GROUP 23

Head Teacher (Group 23) (N.1029)

HEAD TEACHER - GROUP 24

Head Teacher (Group 24) (N.1030)

HEAD TEACHER - GROUP 25

Head Teacher (Group 25) (N.1031)

HEAD TEACHER - GROUP 26

Head Teacher (Group 26) (N.1032)

HEAD TEACHER - GROUP 27

Head Teacher (Group 27) (N.1033)

HEAD TEACHER - GROUP 28

Head Teacher (Group 28) (N.1034)

HEAD TEACHER - GROUP 29

Head Teacher (Group 29) (N.1035)

HEAD TEACHER - GROUP 30

Head Teacher (Group 30) (N.1036)

HEAD TEACHER - GROUP 31

Head Teacher (Group 31) (N.1037)

HEAD TEACHER - GROUP 32

Head Teacher (Group 32) (N.1038)

HEAD TEACHER - GROUP 33

Head Teacher (Group 33) (N.1039)

HEAD TEACHER - GROUP 34

Head Teacher (Group 34) (N.1040)

HEAD TEACHER - GROUP 35

Head Teacher (Group 35) (N.1041)

HEAD TEACHER - GROUP 36

Head Teacher (Group 36) (N.1042)

HEAD TEACHER - GROUP 37

Head Teacher (Group 37) (N.1043)

HEAD TEACHER - GROUP 38

Head Teacher (Group 38) (N.1044)

HEAD TEACHER - GROUP 39

Head Teacher (Group 39) (N.1045)

HEAD TEACHER - GROUP 40

Head Teacher (Group 40) (N.1046)

HEAD TEACHER - GROUP 41

Head Teacher (Group 41) (N.1047)

BROMLEY

Head Teacher (Group 1) (N.1048)

BROMLEY

Head Teacher (Group 2) (N.1049)

BROMLEY

Head Teacher (Group 3) (N.1050)

BROMLEY

Head Teacher (Group 4) (N.1051)

BROMLEY

Head Teacher (Group 5) (N.1052)

BROMLEY

Head Teacher (Group 6) (N.1053)

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Head Teacher (Group 7) (N.1054)

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Head Teacher (Group 8) (N.1055)

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Head Teacher (Group 9) (N.1056)

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Head Teacher (Group 10) (N.1057)

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Head Teacher (Group 11) (N.1058)

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Head Teacher (Group 12) (N.1059)

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Head Teacher (Group 13) (N.1060)

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Head Teacher (Group 14) (N.1061)

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Head Teacher (Group 15) (N.1062)

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Head Teacher (Group 16) (N.1063)

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Head Teacher (Group 17) (N.1064)

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Head Teacher (Group 18) (N.1065)

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Head Teacher (Group 19) (N.1066)

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Head Teacher (Group 20) (N.1067)

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Head Teacher (Group 21) (N.1068)

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Head Teacher (Group 22) (N.1069)

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Head Teacher (Group 23) (N.1070)

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Head Teacher (Group 24) (N.1071)

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Head Teacher (Group 25) (N.1072)

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Head Teacher (Group 26) (N.1073)

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Head Teacher (Group 27) (N.1074)

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Head Teacher (Group 28) (N.1075)

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Head Teacher (Group 29) (N.1076)

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Head Teacher (Group 30) (N.1077)

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Head Teacher (Group 31) (N.1078)

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Head Teacher (Group 32) (N.1079)

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Head Teacher (Group 33) (N.1080)

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Head Teacher (Group 34) (N.1081)

BROMLEY

Head Teacher (Group 35) (N.1082)

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Head Teacher (Group 36) (N.1083)

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Head Teacher (Group 37) (N.1084)

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Head Teacher (Group 38) (N.1085)

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Head Teacher (Group 39) (N.1086)

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Head Teacher (Group 40) (N.1087)

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Head Teacher (Group 41) (N.1088)

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Head Teacher (Group 42) (N.1089)

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Head Teacher (Group 43) (N.1090)

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Head Teacher (Group 44) (N.1091)

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Head Teacher (Group 45) (N.1092)

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Head Teacher (Group 46) (N.1093)

BROMLEY

Head Teacher (Group 47) (N.1094)

BROMLEY

Head Teacher (Group 48) (N.1095)

DUDLEY

Head Teacher (Group 1) (N.1096)

DUDLEY

Head Teacher (Group 2) (N.1097)

DUDLEY

Head Teacher (Group 3) (N.1098)

DUDLEY

Head Teacher (Group 4) (N.1099)

DUDLEY

Head Teacher (Group 5) (N.1100)

DUDLEY

Head Teacher (Group 6) (N.1101)

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Head Teacher (Group 7) (N.1102)

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Head Teacher (Group 8) (N.1103)

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Head Teacher (Group 9) (N.1104)

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Head Teacher (Group 10) (N.1105)

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Head Teacher (Group 11) (N.1106)

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Head Teacher (Group 12) (N.1107)

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Head Teacher (Group 13) (N.1108)

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Head Teacher (Group 14) (N.1109)

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Head Teacher (Group 15) (N.1110)

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Head Teacher (Group 17) (N.1112)

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Head Teacher (Group 18) (N.1113)

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Head Teacher (Group 22) (N.1117)

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Head Teacher (Group 23) (N.1118)

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Head Teacher (Group 24) (N.1119)

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Head Teacher (Group 25) (N.1120)

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Head Teacher (Group 26) (N.1121)

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Head Teacher (Group 27) (N.1122)

DUDLEY

Head Teacher (Group 28) (N.1123)

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Head Teacher (Group 29) (N.1124)

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Head Teacher (Group 30) (N.1125)

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Head Teacher (Group 31) (N.1126)

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Head Teacher (Group 32) (N.1127)

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Head Teacher (Group 33) (N.1128)

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Head Teacher (Group 34) (N.1129)

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Head Teacher (Group 35) (N.1130)

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Head Teacher (Group 36) (N.1131)

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Head Teacher (Group 37) (N.1132)

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Head Teacher (Group 38) (N.1133)

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Head Teacher (Group 39) (N.1134)

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Head Teacher (Group 40) (N.1135)

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Head Teacher (Group 41) (N.1136)

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Head Teacher (Group 42) (N.1137)

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Head Teacher (Group 43) (N.1138)

DUDLEY

Head Teacher (Group 44) (N.1139)

WARWICKSHIRE EDUCATION COMMITTEE

DUNSMORE BILATERAL SCHOOL FOR GIRLS
Ashleyn Road, Rugby CV22 5ET.
(729 on roll, including 131 in 6th form)

HEADTEACHER

Group 10

Applications are invited for the post of Head Teacher from January 1982 at this 12-18 Bilateral School. The Sixth Form is taught jointly with that of the adjacent boy's school, the two producing a joint sixth form of around 250.

Application form and further details are available from County Education Officer, 22 Northgate Street, Warwick, CV34 4SR (SAE please). TES13/00/10

LONDON BOROUGH OF HARINGEY

THE SCHOOL OF ST DAVID AND ST KATHARINE
Hillfield Avenue, Hornsey N8 7DT

HEADTEACHER

(Group 11)

The Governors invite applications for appointment as Headteacher of this Voluntary Aided Church of England Mixed Comprehensive School. London Allowance £788, 100% removal expense in approved cases. Applicants should be communicant members of the Church of England and hold graduate qualifications. The School opened in 1978 by process of amalgamation and occupies new purpose-built accommodation which is well equipped. It caters for the full 11-18 age range and has a rapidly expanding sixth form. Present roll 1160 pupils. The vacancy arises owing to the appointment of the present Headmaster to a Headship with another Authority as from 1 September 1981. Forms of application and full particulars (please enclose a.s.a.) obtainable from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY. Applications should be returned to the Clerk to the Governors, Mr. H. L. Frazer, OBE, BA, 3 Wellington Road, Enfield, Middlesex EN1 2PB not later than 26th September 1981. TES13/00/10

BOROUGH OF HARINGEY

THE SOMERSET SCHOOL (GROUP 10)
White Hart Lane, Tottenham, London N17 5HL

HEADTEACHER

from 1 January 1982.

This is a Voluntary Controlled Boys' School with a roll of some 780 pupils, including 80 in the sixth form, and a staff of 53 teachers. The school has been comprehensive since 1967. The school is presently on two sites, with both the Upper and the Lower School buildings being well equipped. Social Priority Allowance £201/£276. London Allowance £759 payable. Removal expenses — 100% allowed in approved cases. Forms of application, together with further particulars (a.s.a. please) available from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green N22 4TY, to whom the forms should be returned, with a letter of application, by Monday 28 September, 1981. TES13/00/10

HEADTEACHER

GROUP 10

Required January 1982 for a newly established 6-form entry, mixed comprehensive school, to be based on the site of the Maylands School for Girls (Broadstone Road, Off Albany Road, Haringey, Essex). The school is to be formed by the amalgamation of an existing Boys' Comprehensive school with a Girls' Comprehensive school.

Application forms and further details are available (a.s.a. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex (Ref: AJP/HC). Closing date: 14 days after the appearance of this advertisement. TES13/00/10

SECONDARY HEADSHIPS

continued

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LOVELL SCHOOL
Rickleys Lane, Bletchley, Milton Keynes MK1 2EW
GROUP 9
This is a 5 form entry mixed comprehensive school with approximately 250 pupils on roll in 1982. The 6th form will be available from April 1982. The school is situated on a new site, with a wide range of housing to buy in the area. Application form and further details available from the Education Officer, Milton Keynes Divisional Education Office, Wolverton Road, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY, on receipt of a stamped addressed (a.s.a. please) envelope. (25555) 130010

DEVON
Please see displayed advertisement on page 57 (25934) 130010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TOWNSEND & MALLING
THE HUGH CHRISTIE SCHOOL
Nurwich Avenue, Tonbridge

Headteacher required for this Group 13 mixed Secondary School (1630 pupils aged 11-18) with a stable establishment. The appointment will be for a full term of 3 years, with a further 2 years of extension. The successful candidate will be responsible for the school's overall development and will be expected to lead the staff in the development of the school's curriculum and to ensure that the school meets the needs of the community. Further details and application forms available from the Education Officer, Education Offices, 133 High Street, West Malling, Kent ME14 1JL (a.s.a. please). Closing date: 25th September 1981. (25919) 130010

LONDON
WIMBORNE HIGH SCHOOL
Please see under advertisement Schools Headships. (25952) 130010

ROTHSCHILD
METROPOLITAN BOROUGH OF
ROTHSCHILD
DEPARTMENT OF EDUCATION
The successful candidate will be responsible for the school's overall development and will be expected to lead the staff in the development of the school's curriculum and to ensure that the school meets the needs of the community. Further details and application forms available from the Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY. Applications should be returned to the Clerk to the Governors, Mr. H. L. Frazer, OBE, BA, 3 Wellington Road, Enfield, Middlesex EN1 2PB not later than 26th September 1981. TES13/00/10

WILTSHIRE HEADSHIPS (COMPREHENSIVE)

LAVINGTON SCHOOL — GROUP 8

Appointment of Head Teacher

The Headship of Lavington School falls vacant on 1st January, 1982 on the retirement of Mr. H. Greening. Lavington is an 11-18 comprehensive school serving a rural catchment area. Under a local arrangement, teaching in certain specialist subjects is provided by staff from the nearby Downton School (Independent) at which the Authority also takes up sixth-form places for Lavington pupils.

Application form and further details (SAE please) from and returnable to the Chief Education Officer, County Hall, Trowbridge, Wilt, BA14 6JB by the 18th September 1981.

NORTH YORKSHIRE COUNTY COUNCIL

Norton School (Group 9)

Applications are invited from suitably qualified and experienced teachers for appointment as

HEAD

of this co-educational comprehensive school for pupils aged 11-16. The post falls vacant on the retirement of the present Headmaster and the appointment will take effect from the commencement of the Summer Term, 1982. The school has about 750 pupils on roll.

Further details and application forms (to be returned by 28 September, 1981) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 5AE. TES13/00/10

WILTSHIRE READVERTISEMENT

ST. EDMUND'S C.E.
CONTROLLED GIRLS'
SCHOOL
Salisbury, Wiltshire
GROUP 9, N.O.R. 760
HEAD TEACHER required for January 1982.
Application form and further details (S.A.E.) please from and returnable to the Education Officer, County Hall, Trowbridge, Wilt, BA14 6JB, by the 18th September 1981.
Previous applicants need not re-apply as their applications will be reconsidered. (25910) 130010

Deputy Headships Second Masters/ Mistresses

AVON
BRECHEN CLIFF SCHOOL
Aldermaston, Bath, BA2 4RE.
(11-18 Boys' Comprehensive, 1150 pupils on roll in 1982).
Form.
Applications are invited for the post of Deputy Head, Group 13. The successful candidate will be responsible for the school's overall development and will be expected to lead the staff in the development of the school's curriculum and to ensure that the school meets the needs of the community. Further details and application forms available from the Education Officer, Education Offices, 133 High Street, West Malling, Kent ME14 1JL (a.s.a. please). Closing date: 25th September 1981. (25919) 130010

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING
DAGENHAM COMPREHENSIVE
School, Dagenham Road, Dagenham, Essex (RM10 1QY).
Required for January 1982, or sooner if possible, Deputy Head Teacher. Applications are invited for the post of Deputy Head Teacher. The successful candidate will be responsible for the school's overall development and will be expected to lead the staff in the development of the school's curriculum and to ensure that the school meets the needs of the community. Further details and application forms available from the Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY. Applications should be returned to the Clerk to the Governors, Mr. H. L. Frazer, OBE, BA, 3 Wellington Road, Enfield, Middlesex EN1 2PB not later than 26th September 1981. TES13/00/10

BEDFORDSHIRE
ST. JOHN'S SCHOOL
Carnegie Road, Luton, Beds.
Headteacher required for January 1982. The successful candidate will be responsible for the school's overall development and will be expected to lead the staff in the development of the school's curriculum and to ensure that the school meets the needs of the community. Further details and application forms available from the Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY. Applications should be returned to the Clerk to the Governors, Mr. H. L. Frazer, OBE, BA, 3 Wellington Road, Enfield, Middlesex EN1 2PB not later than 26th September 1981. TES13/00/10

WILTSHIRE HEADSHIPS (COMPREHENSIVE)

LAVINGTON SCHOOL — GROUP 8

Appointment of Head Teacher

The Headship of Lavington School falls vacant on 1st January, 1982 on the retirement of Mr. H. Greening. Lavington is an 11-18 comprehensive school serving a rural catchment area. Under a local arrangement, teaching in certain specialist subjects is provided by staff from the nearby Downton School (Independent) at which the Authority also takes up sixth-form places for Lavington pupils.

Application form and further details (SAE please) from and returnable to the Chief Education Officer, County Hall, Trowbridge, Wilt, BA14 6JB by the 18th September 1981.

NORTH YORKSHIRE COUNTY COUNCIL

Norton School (Group 9)

Applications are invited from suitably qualified and experienced teachers for appointment as

HEAD

of this co-educational comprehensive school for pupils aged 11-16. The post falls vacant on the retirement of the present Headmaster and the appointment will take effect from the commencement of the Summer Term, 1982. The school has about 750 pupils on roll.

Further details and application forms (to be returned by 28 September, 1981) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 5AE. TES13/00/10

HEADTEACHER GROUP 11

£15,525 + £285 + £291(2) + £288 =
£16,680

West Derby Comprehensive School (Boys)
Quarry Road, Liverpool L13 7DB.
Required for January, 1982. Estimated number on roll, September, 1981, 1,311 pupils.
Forms available from (SAE) and returnable to the Acting Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ quoting ref. P & M 1084(b) by 21st September, 1981.



The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. TES13/00/10

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for January 1982.
CHINGFORD HIGH SCHOOL
Wellington Avenue, London E4 8RE
Head Teacher: Miss J. W. Booth, B.Sc. (Econ.)

Post — Deputy Head Teacher

Group 9 plus allowance (£10,977-£12,090)

Required in this co-educational Comprehensive School for pupils aged 11-14 years (877 on roll).

A well qualified enthusiastic and experienced teacher with proven administrative ability is sought to join the Senior Management Team.

Application form and further details available on receipt of a.s.a. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 8QJ. Closing date: 25th September 1981. TES13/00/12



EDUCATION DEPARTMENT
RAINFORD HIGH SCHOOL
(11-18 mixed Comprehensive; 1,069 on roll)
210 in 6th form) Higher Lane, Rainford, Nr. St. Helens, Merseyside WA11 8NY

DEPUTY HEAD GROUP 12

Owing to the promotion of the previous holder to a Headship, applications are invited for the post of Deputy Head of the above school. The successful candidate will be a member of the senior management and policy-making team and it is expected that he will assume major responsibility for curriculum planning, and oversight of all pastoral work for boys. However, the specific areas of responsibility will be related as far as possible to the experience and qualifications of the person appointed. It is hoped to make an appointment for January, 1982. Further details and application forms are available from the Headmaster, to whom completed applications should be returned.

Helens METROPOLITAN BOROUGH

Metropolitan Borough of North Tyneside EDUCATION COMMITTEE

WHITLEY BAY HIGH SCHOOL
Denholm, Whitley Bay, NE26 8AS
Headteacher: Mr. J.F.H. Dwyer, J.P., M.A.

SECOND DEPUTY HEADTEACHER GROUP 12

Roll 1180. Sixth Form 300

Applications are invited from suitably qualified and experienced teachers for appointment to the above post at this co-educational 13-18 Comprehensive High School. The duties of the post would include responsibility for Girls' welfare and discipline and the successful candidate would be expected to take up the appointment from 1st January 1982.

Further details and application forms are available on receipt of a.s.a. from the Director of Education, Education Offices, The Chase, North Shields, Tyne and Wear NE29 8HW, to whom they should be returned within two weeks of the appearance of this advertisement.

TES13/00/12

BARNESLEY METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT Barnesley Close, Barnesley S70 2HS

Applications are invited from suitably qualified and experienced teachers for the following

DEPUTY HEADSHIPS for January 1982

Charter School
Broadway, Barnesley S70 8RA. Group 8.
11-18 Mixed Comprehensive. Headteacher: Mr M P Kaye BA

St Helen's School
Carlton Road, Barnesley S71 2BB. Group 8.
11-18 Mixed Comprehensive. Headteacher: Mr D C Bates

Thurnscoe Comprehensive School
Quarry Lane, Thurnscoe, Rotherham S63 0BE. Group 10 (EPA).
11-18 Mixed Comprehensive. Headteacher: Mr D P Owen BSc (Econ)

Further details and application forms are obtainable from the Education Officer, Barnesley Close, Barnesley S70 2HS to whom they should be returned by 26 September 1981. TES13/00/12

Education Committee Gillingham Division

TEACHER WARDEN SCALE 4

Required for January, 1982.

Applications are invited for the post of Teacher Warden for the Gillingham Division. The vacancy arises as a result of the promotion of the present Warden to a senior post in the London Borough of Newham.

The Authority is looking for someone with expertise in the processes involved in curriculum development both at primary and secondary level rather than experience in a particular working area. The individual appointed will be expected to promote curriculum development projects at the Centre and to teach part time in local schools.

Courses for probationary teachers: urban trails, computer studies and many others are well established and it is hoped that the successful candidate will maintain and expand the many activities undertaken at the Centre.

Further details and application forms available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent (a.s.a. please), to whom they should be returned by 25th September, 1981.

KENT COUNTY COUNCIL

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

The following posts are required for January 1982:

Chapel End High School, Roberts Road, Walthamstow London E17 4LS

Head Teacher: Mr. E. W. Browne

Second Master/ Misses Group 8

Salary: £2,763-£10,842 plus £498 London Allowance required

11-18 mixed comprehensive school for pupils aged 11/14 years (611 on roll).

Requirement is the ability to work within the senior management team as Head, Deputy and Second Master/Mistress. Essential qualities are major powers of leadership, experience and proven administrative ability.

Applications are invited from suitably qualified teachers for the following posts:

Leyton Manor High School for Girls, Bickley Road, Leyton, London E.10.

Head Teacher: Miss A. Doran

Deputy Head Teacher Group 7

Salary: £2,763-£10,842 plus allowance of £474 and £498 London Allowance and £201/£276 Social Priority Allowance, required in this Girls' comprehensive school for pupils aged 11-14 years (519 on roll).

Particular interest in the organisation of the Pastoral System and the welfare of the girls will be required of the person appointed. The post falls vacant due to the promotion of the present incumbent.

Application form and further details for both the above posts available on receipt of a.s.a. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 8QJ. Closing date: 25th September, 1981. TES13/00/12



SECONDARY DEPUTY HEADSHIPS continued

BARNESLEY METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
Barnesley Close, Barnesley S70 2HS
Applications are invited from suitably qualified and experienced teachers for the following

Charter School
Broadway, Barnesley S70 8RA. Group 8.
11-18 Mixed Comprehensive. Headteacher: Mr M P Kaye BA

St Helen's School
Carlton Road, Barnesley S71 2BB. Group 8.
11-18 Mixed Comprehensive. Headteacher: Mr D C Bates

Thurnscoe Comprehensive School
Quarry Lane, Thurnscoe, Rotherham S63 0BE. Group 10 (EPA).
11-18 Mixed Comprehensive. Headteacher: Mr D P Owen BSc (Econ)

Further details and application forms are obtainable from the Education Officer, Barnesley Close, Barnesley S70 2HS to whom they should be returned by 26 September 1981. TES13/00/12

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for January 1982.

CHINGFORD HIGH SCHOOL
Wellington Avenue, London E4 8RE
Head Teacher: Miss J. W. Booth, B.Sc. (Econ.)

Post — Deputy Head Teacher

Group 9 plus allowance (£10,977-£12,090)

Required in this co-educational Comprehensive School for pupils aged 11-14 years (877 on roll).

A well qualified enthusiastic and experienced teacher with proven administrative ability is sought to join the Senior Management Team.

Application form and further details available on receipt of a.s.a. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 8QJ. Closing date: 25th September 1981. TES13/00/12

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for January 1982.

CHINGFORD HIGH SCHOOL
Wellington Avenue, London E4 8RE
Head Teacher: Miss J. W. Booth, B.Sc. (Econ.)

Post — Deputy Head Teacher

Group 9 plus allowance (£10,977-£12,090)

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A well qualified enthusiastic and experienced teacher with proven administrative ability is sought to join the Senior Management Team.

Application form and further details available on receipt of a.s.a. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 8QJ. Closing date: 25th September 1981. TES13/00/12

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CHINGFORD HIGH SCHOOL
Wellington Avenue, London E4 8RE
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Application form and further details available on receipt of a.s.a. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 8QJ. Closing date: 25th September 1981. TES13/00/12

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Required for January 1982.

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A well qualified enthusiastic and experienced teacher with proven administrative ability is sought to join the Senior Management Team.

Application form and further details available on receipt of a.s.a. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 8QJ. Closing date: 25th September 1981. TES13/00/12

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Required for January 1982.

CHINGFORD HIGH SCHOOL
Wellington Avenue, London E4 8RE
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A well qualified enthusiastic and experienced teacher with proven administrative ability is sought to join the Senior Management Team.

Application form and further details available on receipt of a.s.a. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 8QJ. Closing date: 25th September 1981. TES13/00/12

HILLINGDON LONDON BOROUGH OF

TOWNMEAD SCHOOL
Widdow's Way, Widdow's, Hillingdon, Middx.
(Number on roll 820 - 31 in 6th form)
This is a 5 form entry mixed comprehensive school with approximately 250 pupils on roll in 1982. The 6th form will be available from April 1982. The school is situated on a new site, with a wide range of housing to buy in the area. Application form and further details available from the Education Officer, Hillingdon Divisional Education Office, Wolverton Road, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY, on receipt of a stamped addressed (a.s.a. please) envelope. (25555) 130010

DEVON
Please see displayed advertisement on page 57 (25934) 130010

[illegible]

NATIONAL FOUNDATION
FOR EDUCATIONAL
RESEARCH IN
ENGLAND AND WALES



Special Education Needs in the Ordinary School

2 Research Officers

The Schools Council and National Foundation for Educational Research are funding a two-year project, which will aim to help teachers in ordinary schools to modify and adapt the curriculum for pupils with special needs.

The project, Special Education Needs in the Ordinary School, will be based at the NFER in Slough, starting next January: applications are invited for the two team members' posts.

The team's combined experience will include teaching in mainstream and special schools, curriculum development and the preparation of teaching materials, not necessarily for pupils with disabilities.

Experience of curriculum development in secondary schools to meet the needs of pupils with disabilities will be particularly relevant.

Salary: £7,290 to £9,335. Placement on scale according to qualifications and experience. Holiday leave: 30 working days per annum.

For application forms (no C.V.s) and further particulars, please apply to Mrs. P. P. Harris, Personnel Officer, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire. Telephone Slough 74123 (quoting post nos. SEN02/03).

Closing date for return of completed application forms no later than Friday 25 September 1981.

TES48/00/00

EDUCATION DEPARTMENT

Careers Officers (2) Careers Service

Grade AP4 £6984-£7620 p.a. inclusive plus casual user car allowance.

The Careers Service in Waltham Forest has recently been strengthened in the interest of all School Leavers and the increase in youth unemployment.

We are seeking suitably qualified people for the full range of professional duties in Schools, with Employers and with unemployed young people.

Application forms and further details from Controller of Personnel Services, Town Hall, Forest Road, London E17 4JF. (Tel: 01-531 9895 - 24 hour answering service.)

Please quote reference number G4128
Closing date: 25th September 1981.

TES48/00/00

AN EQUAL OPPORTUNITY EMPLOYER

Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.



PUBLICITY OFFICER

EDUCATIONAL BROADCASTING
£10,081-£12,334 p.a.

(Plus an allowance of £455 p.a. for working irregular hours)

The BBC requires a Publicity Officer for its educational programmes. The postholder will be responsible for press relations and for promoting both television and radio output of the Continuing Education, Schools Broadcasting and Open University departments. Candidates should have experience of journalism or publicity, good writing ability, initiative and drive and a keen interest in educational broadcasting. Starting salary according to qualifications and experience. Based Central London. Relocation expenses considered.

Contact us immediately for application form (quote ref. 1461 and enclose a.s.e.). BBC Appointments, London W1A 1AA. Tel: 01-590 3354 (3 lines).



TES48/00/00

LONDON BOROUGH OF CROYDON

APPOINTMENT OF A GENERAL INSPECTOR WITH SPECIFIC RESPONSIBILITY FOR ENGLISH AS A SECOND LANGUAGE

Applicants are invited for the post of General Inspector with specific responsibility for English as a Second Language. Applicants should have a good Honours Degree and have held a senior post(s) in schools or colleges or have worked in the Advisory Service.

Salary: Soulbury Range - Head Teacher Group 10 - £14,385-£15,513. London Allowance of £498. A car allowance is payable.

Particulars and application forms to be returned by Friday 25th September 1981, may be obtained from the Director of Education, Taberner House, Park Lane, Croydon CR9 1TP.

CROYDON LONDON BOROUGH OF CROYDON

Appointment of a General Inspector with specific Responsibility for English as a Second Language

Applicants are invited for the post of General Inspector with specific responsibility for English as a Second Language.

Applicants should have a good Honours Degree and have held a senior post(s) in schools or colleges or have worked in the Advisory Service.

Salary: Soulbury Range - Head Teacher Group 10 - £14,385-£15,513. London Allowance of £498. A car allowance is payable.

Particulars and application forms to be returned by Friday 25th September 1981, may be obtained from the Director of Education, Taberner House, Park Lane, Croydon CR9 1TP.

TES48/00/00

EDUCATION SECRETARY Salary - £8,000

Consequent upon the retirement of the present Secretary a challenging and attractive opportunity presents itself to a suitably qualified and capable individual as Secretary to the Education Committee of this successful and long established Co-operative Society based in Portsmouth having a membership of 250,000 shareholders and serving most of Hampshire, the Isle of Wight - parts of Sussex and Surrey.

The successful applicant will be responsible to the Education Committee and possess a good educational background, preferably with experience of administration and organisation in Further Education including social and community activities - will have a personal commitment and identity with and knowledge of the Principles and Objectives of the Co-operative Movement and its significance... and will be involved in developing member participation and promoting educational, cultural, social and recreational activities for adults and youth work.

Ownership of a car with a clean driving licence will be necessary. In addition to the salary stated a generous car allowance is provided.

Please write or telephone for further details (not later than Friday, 9th October 1981) and an application form to: Mr. W. A. Edwards, Education Secretary, Portsea Island Mutual Co-operative Society Ltd., Co-operative Education Centre, 25/31 Nancy Road, Portsmouth, Hants, PO1 5EH. Tel: Portsmouth (0706) 524937/522111 Ext. 321.

TES48/00/00

DUDLEY METROPOLITAN BOROUGH

£12,540-£13,850 - following promotional/reorganisations, the following vacancies exist for Advisers:-

(1) For Design Technology, Art and Craft - senior, successful experience within schools of further education with a broad understanding of the curriculum across more than one specialism.

(2) For Humanities - responsible for geography, history and related areas as well as for part of Authority's in-service training programme.

(3) For Physical Education & Outdoor Pursuits - additionally to broad physical education background, candidates should be able to demonstrate active participation in swimming, sailing, environmental studies and camping.

All advisory staff accept a pastoral and general responsibility for a group of schools and for one of the posts, experience at primary school headship level an advantage.

Application forms/details from Director of Education, 2 St. James's Road, Dudley, West Midlands. Return by 22nd September.

TES48/00/00

Lancashire County Council

LANCASHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER (Community Education)

Salary: PO2 (6-10) £12,890-£13,884

Applicants for this senior post should have had varied experience at a responsible level. They should be capable of exercising initiative in meeting new situations, including the increasing importance of close liaison with the Manpower Services Commission in responding to the needs of unemployed young people.

Application forms and further particulars may be obtained from the Chief Education Officer, Education Department, P.O. Box 51, County Hall, Preston, PR1 6RJ (Telephone: Preston 28 3898) to be returned by 21st September 1981, quoting reference C081/1/PJ.

TES48/00/00

Careers Officer

Salary £6501-£7875

Based at the PAINTON CAREERS CENTRE. You should be a qualified and experienced careers officer. The duties will include the full range of Careers Officer's work with schools, colleges, and employers.

Current driving licence essential. Application form (s.a.s. please), and further details from the CHIEF EDUCATION OFFICER, COUNTY HALL, EXETER, returnable by 2nd October, 1981.

DEVON



OXFAM PRIMARY EDUCATION ADVISER (North London)

OXFAM require as soon as possible a Primary School Teacher to be based at the Development Education Centre, Archway, North London, with at least 3 years experience, to expand their development education programme.

The work involves support for teachers through courses, classroom work and use of resources. An interest and possibly an ability in writing materials would be useful.

A car is available to assist you in your work and a clean current driving licence is essential.

Application forms and job descriptions are available from Personnel Department, Oxfam, 274 Bantley Road, Oxford, OX2 7DZ. For further details telephone 01-348 3030.

Salary starting at £7140 rising by annual increments to £8620 per annum.

Closing date: 23rd September 1981.

TES48/00/00

EAST MIDLANDS REGIONAL INFORMATION CENTRE FOR MICRO ELECTRONICS IN EDUCATION

INFORMATION OFFICER

Salary £8991-£9626 (SO2)

Applications for this post for 1st January 1982 or earlier are invited from men and women with experience/interest in the field of information technology, with knowledge of the workings of a local education authority and with experience in public relations.

This post has been established under the micro electronics in Education Programme and will be based at Leicester Polytechnic to serve the five East Midlands L.E.A.s. The person appointed will be the principal point of contact at the centre for the dissemination of information to educational establishments and other agencies in the region.

For further details telephone 0533 871313 ext. 258. Apply (no formal) giving full details with names and addresses of two referees and enclosing a stamped addressed envelope to Director of Education, County Hall, Glenfield, Leicester LE3 8RP by September 26th.

TES48/00/00

Devies Educational Services Limited

Financial Administrator

The Council of Management wish to appoint an experienced man or woman to succeed the present Secretary/Bursar who is retiring. The organisation, based in London and Hove, consists of five colleges and schools each headed by a Principal and a range of educational facilities from Preparatory Schools to Sixth Form Colleges.

Candidates should have wide financial/commercial experience and preferably be qualified accountants. Both strength of character and tact will be required in working with the five establishments and candidates should be accustomed to responsibility and acting on their own initiative. They will be required to take an active role in financial planning and carry out the function of Secretary of the Council.

Salary will be in the region of £12,500 with pension arrangements and medical cover.

Applications with full curriculum vitae should be sent to F. J. Smith at the address below:

TES48/00/00

Gabbitts-Thring

Broughton House, 6, 7, and 8 Sackville Street
Piccadilly, London W1X 2BR. Tel: 01-734 0161

SENIOR ADMINISTRATIVE ASSISTANT

Salary: £8,991-£9,993 plus £483 L.W.

Candidates for the above post should have good academic qualifications (a degree or local government or similar diploma) and suitable experience at a responsible level in local government or in teaching. The post would be especially suitable to a teacher wishing to commence a career in education administration.

Application forms and further particulars are available (foolscap s.a.s. please) from the

Director of Educational Services, (J.B.), Mercury House, Mercury Gardens, Romford, RM1 3DR (Tel: Romford 66999) to whom completed forms should be returned within 14 days of the appearance of this advertisement.

TES48/00/00

Leicestershire

ASSISTANT EDUCATION OFFICER

(Schools Branch: Administration)

Salary Scale PO Range 2(10) £12800 - £13884

To be responsible for the efficient administration of the branch covering a wide range of functions. This senior AEO post in the Schools Branch is a challenging and responsible post for an energetic and flexible person preferably with an administrative qualification at Degree level and substantial administrative experience at a responsible level with a Local Education Authority.

Further particulars available on receipt of S.A.E.

Apply (no forms) with names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8EQ by 28th September, 1981.

WIGAN Metropolitan Borough

SOCIAL SERVICES DEPARTMENT TEMPORARY PROGRAMME ORGANISER

Salary Grade AP5 £7371-£7878 p.a.

Fourways Assessment Unit, Tyldesley, Manchester which caters for severely physically handicapped young people between 16 and 26 years.

The post will be available for approximately one year, from October 1981.

The person appointed will be responsible for the organisation of individual programmes of assessment and activities; for the efficient management of the day centre and for liaison with visiting staff from other departments.

Appropriate qualifications and experience with the young physically handicapped are desirable.

The post carries a casual user car allowance and applicants must hold a current clean driving licence.

For further information please telephone Miss K. Bruce (telephone) 0161 270941.

Application forms available from the Chief Personnel Officer, Civic Centre, Millgate, Wigan, Tel: Wigan 44991 ext. 43.

TES48/00/00

SENIOR RESEARCH OFFICER (£7350-£10,350)

For the Test and Measurement Research Unit.

(i) to review the methods by which C.G.L.I. assessment materials are developed,

(ii) to assist in the training of C.G.L.I. staff and examiners in assessment techniques,

(iii) to provide a consultancy service within the Institute and for client organisations on all matters relating to assessment,

(iv) to develop assessment materials for C.G.L.I. schemes.

Applicants should hold a degree in Psychology (or equivalent) and have a working knowledge of statistical methods including the fundamentals of mental test theory. They should preferably have several years experience of achievement testing in an applied setting.

Application forms from KEITH JACKSON, Personnel Officer, City & Guilds of London Institute, 48, Britannia Street, London, WC1X 9RG phone 01-278 2488.

TES48/00/00

City+Guilds

Join a small team recruiting, selecting and training volunteers for posts in Secondary Schools and Teacher Training Institutions in the Third World.

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The post is London based with some travel within the UK and possibly occasional overseas visits. Salary scale £4,791-£7,761 (under review) including London Weighting. The appointment will be made at the lower end of the scale.

Closing date: 30th September.

SCIENCE EDUCATION DEVELOPMENT OFFICER

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Further information and application forms from the Personnel Officer, Voluntary Service Overseas, 8 Belgrave Square, London SW1X 8PP. Tel: 01-235 5118.

TES48/00/00

VSO

working overseas

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